

ROLE MODELS AND MENTORS: A STUDY OF THE CAREER  
PATTERNS OF WOMEN IN HIGHER EDUCATION  
ADMINISTRATION

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A Dissertation  
Presented to  
The School of Graduate Studies  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
Sue Follon  
May 1983

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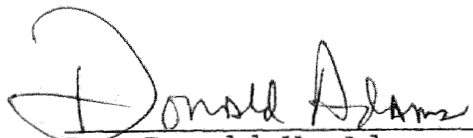
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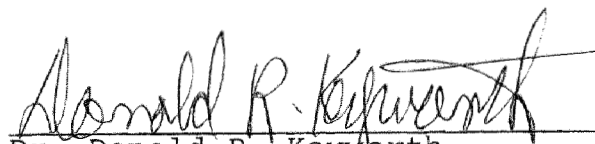
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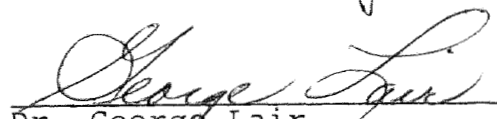
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by  
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An abstract of a Dissertation by  
Sue Follon  
May 1983  
Drake University  
Advisor: Donald Adams

The problem. The purpose of this study was to examine the significance and influence of other persons on the lives and careers of women in higher education administration. The study included women employed in senior-level higher education administration in Iowa in the spring of 1981.

Procedure. The data for this study were drawn from the sample population by the use of two survey instruments: a survey questionnaire and an interview schedule. The population for this study consisted of women employed in administrative positions in two- and four-year institutions of higher education in Iowa. This included a total of forty-five institutions.

Findings. The majority of the women were over forty-two years of age, Caucasian, first-born child or first-born daughter, currently not married, and had a doctorate. The majority were employed in private four-year institutions and had been in their current position for five or fewer years. The women selected as the most important factors in the development of their careers, being competent, having strong drive and determination, knowledge gained in school or other courses, having a good personality, and luck or fate.

Female teachers were the most influential people in the careers of the women. Nearly all the women--89 percent--indicated they had acted as mentors in the past and would act as mentors in the future. A total of 89 percent of the women agreed that having a mentor is helpful to a young woman beginning her career.

Conclusions. Administrators and governing bodies of higher education institutions need to be more affirmative in their encouragement of women in administration and in searching for women for administrative and faculty positions.

Recommendations. Replication of this study with women senior-level administrators throughout the United States would contribute to the growing body of research on women in administration. Research on women in other career fields--sports, business, politics--would provide further information about career mentoring.



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## CHAPTER ONE

### Introduction

There are far fewer women in senior-level administrative positions in higher education than would seem to be compatible with their numbers on faculties and in student bodies. For example, 8 percent of the American college and university presidents are women with 46 percent of these being members of religious orders.<sup>1</sup> Several explanations have been advanced to explain the small number of women in the top administrative positions.

Patricia Albjerg Graham, professor at Harvard University and former Director of the National Institute of Education observes that the status of women in academe reflects society's expectations of women. The social expectation, conscious or unconscious, is that she remain in a subordinate role, not a top managerial position. It is expected that men will move into positions of equality with older men. If a woman aspires to such leadership roles, however, she is

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<sup>1</sup>American Council on Education, Office of Women in Higher Education, "Women Chief Executive Officers in Colleges and Universities," Comment, 12 (January 1981), 7.

not readily accepted by others, including women.<sup>1</sup>

Another explanation for the limited number of women in senior-level administrative positions is suggested by Rita W. Cooley, professor of political science at New York University:

The Universities tend to think automatically in terms of men when filling a new position. In a sense it's like racism. This discrimination exists at an unconscious level. There is no opportunity for women in administration. We are up against a strong cultural phenomenon, mass male chauvinism. If a woman wants to be an administrator, the field is very narrow.<sup>2</sup>

In Rosabeth Moss Kanter's book, Men and Women of the Corporation, she described the maintenance of homogeneity in management selection. Even though Kanter's findings relate to managerial positions in corporations, the concepts should be applicable to the employment of college and university administrators. Of the managers Kanter studied she found:

One way to ensure acceptance and ease of communication was to limit managerial jobs to those who were socially homogeneous. It was easier to talk to those of one's kind who had shared experiences--more certain, more accurate, more predictable. Less

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<sup>1</sup>Patricia Albjerg Graham, "Status Transitions of Women Students, Faculty and Administrators," Academic Women on the Move, eds. Alice S. Rossi and Ann Calderwood (New York: Russell Sage Foundation, 1973), p. 164.

<sup>2</sup>Rita W. Cooley, cited by Robert M. Cunningham, Jr., "Women Who Made It Offer Insights (Some Unintended) Into Their Problems," College and University Business, 48 (February 1970), 60.

time could be spent concentrating on subtle meanings, and more time (such as overloaded resource for managers) on the task. There was a decided wish to avoid those people with whom communication was felt to be uncomfortable, those who took time to figure out or seemed unpredictable in their conduct. Deviants and nonconformists were certainly suspect for this reason. Women were decidedly placed in the category of the incomprehensible and unpredictable. There were many reports that managers felt uncomfortable having to communicate with women. "It took more time," they said. "You never knew where you stood." "They changed their minds all the time; I never knew what they'd do from one minute to the next." "With women's lib around, I never know what to call them." "They're hard to understand." "I'm always making assumptions that turn out to be wrong."<sup>1</sup>

Touchton and Shavlik, staff members at the Office of Women in Higher Education, American Council on Education, suggest that college and university presidents are as likely as corporate executives to look for assistants or successors who are in their own image.<sup>2</sup> They report that comments from college and university administrators include: "She just doesn't look like a president." "How would she handle social functions without a wife?" "I always thought fundraising was difficult for women."<sup>3</sup> Kanter's homogeneity

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<sup>1</sup>Rosabeth Moss Kanter, Men and Women of the Corporation (New York: Basic Books, Inc., 1977), p. 58.

<sup>2</sup>Judith Touchton and Donna Shavlik, "Challenging the Assumption of Leadership: Women and Men of the Academy," New Directions for Higher Education, 22 (March 1979), 99.

<sup>3</sup>Touchton and Shavlik, p. 100.



hypothesis may have the effect of excluding those who are regarded as different, thus limiting potential leaders to one-half the population.

Geraldene Felton in an editorial for Image, a professional journal for nurses, summarized reasons for the dearth of women in positions of leadership in educational administration. Among these reasons were: (1) women lack visibility and opportunity to be seen working effectively, (2) search committees use traditional criteria which may work against women, (3) women are held responsible for parenting, thus keeping women in slower career tracks than men, and (4) women often lack sponsors or mentors who can be helpful in promoting career progress.<sup>1</sup>

The concept of role models and mentors has received increased emphasis by those interested in the advancement of women in male-dominated professions. Nieboer, Ph.D. candidate in Leadership and Human Behavior, at the United States International University, San Diego, California, suggested that due to the lack of role models of successful women administrators, many women are not ready to consider nontraditional senior-level administrative positions in coeducational institutions of higher education.<sup>2</sup> "Without

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<sup>1</sup>Geraldene Felton, "On Women, Networks, Patronage and Sponsorship," Image, X (October 1978), 59.

<sup>2</sup>Nancy Nieboer, "There is a Certain Kind of Woman....," Journal of the National Association for Women Deans, Administrators and Counselors, 38 (Spring-Summer 1975), 99.

role models, an increase in women administrative applicants is unlikely; without an increase in applications and appointments, the number of women administrators is not likely to increase."<sup>1</sup> Alexander W. Astin, professor of higher education at UCLA, states:

The absence of women in top administration can create an environment that lacks not only role models for women who might ultimately become administrators, but also the unique perspective that women might bring to the varied tasks of administering a college....administration is still a male-dominated field in which women candidates are simply not seriously considered when most coeducational institutions recruit new presidents.<sup>2</sup>

Gail Sheehy, in her book Passages: Predictable Crises of Adult Life, says, "Few mentors are available for women. Indeed, when I brought up the question of mentors with women, most of them didn't know what I was talking about."<sup>3</sup>

### Rationale for the Study

As indicated in the introduction, there are relatively few women in senior-level administrative positions in the higher education community. Examination and analyses of the characteristics of women who are in such positions are

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<sup>1</sup>Nieboer, p. 99.

<sup>2</sup>Alexander W. Astin, "Academic Administration: The Hard Core of Sexism in Academe," UCLA Educator, 19 (Spring 1977), 60, 63, 65.

<sup>3</sup>Gail Sheehy, Passages: Predictable Crises of Adult Life (New York: E. P. Dutton, 1974), p. 132.

also lacking. This study attempted to provide the following information about women in higher education administration:

1. Development of a profile of personal and professional characteristics.
2. Identification of problems encountered.
3. Examination of the incidence, influence and significance of role models and mentors.
4. Delineation of career tracks and pathways.

The findings of this study contribute to the growing body of research about women in administration and to the formulation of strategies for increasing the number of women in senior-level administrative positions in higher education.

#### Statement of the Problem

The purpose of this study was to examine the significance and influence of other persons on the lives and careers of women in higher education administration. The study included women employed in senior-level higher education administration in Iowa in the spring of 1981.

The population for this study consisted of women who were or will be employed in administrative positions in two- and four-year institutions of higher education in Iowa in the 1980's. The sample comprised women employed in the spring of 1981 in senior-level higher education administrative positions in Iowa.

### Significance of the Study

There is a need to inform prospective female administrators about the backgrounds, lifestyles and qualities of successful women in higher education administration. It is essential for women to have a role model and a guide to assist them in identifying problem areas and in appraising strengths and abilities relative to areas of administration.

### Assumptions

For the purposes of this study the assumption was made that the participants who were interviewed and surveyed were honest in their responses. It was assumed that the participants were not inhibited by being tape recorded during the interviews.

### Limitations

Selection of the participants for this study was limited to the state of Iowa. The researcher's experiences and interest in the topic may have biased what she heard in the interview process. The information provided by the participants is affected by their recall and by their perceptions of their experiences.

### Definition of Terms

For the purposes of this study the following definitions were used:

1. Role models. Individuals whose behaviors, personal

styles, and specific attributes are emulated by others.<sup>1</sup>

2. Significant others. Any person (other than the individual himself or herself) considered by an individual to be important in or to have strong influence (positive or negative) over a key portion of that individual's life.<sup>2</sup>

3. Mentors. Individuals who are identified by their proteges as having gone out of their way to successfully help them meet their life goals.<sup>3</sup>

4. Proteges. Individuals who have received special assistance in reaching their life goals from other persons (mentors).<sup>4</sup>

5. Mentoring. Assistance given to a protege by a mentor.<sup>5</sup>

6. Senior-level administrators. Individuals who serve in the following positions in two- or four-year higher education institutions: president, chief academic officer,

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<sup>1</sup>Eileen C. Shapiro, Florence P. Haseltine, and Mary P. Rowe, "Moving Up: Role Models, Mentors and the 'Patron System,'" Sloan Management Review, 19 (1978), 52.

<sup>2</sup>Linda Lee Phillips, "Mentors and Proteges: A Study of the Career Development of Women Managers and Executives in Business and Industry" (unpublished Doctoral dissertation, University of California - Los Angeles, 1977), p. 4.

<sup>3</sup>Phillips, p. 4.

<sup>4</sup>Phillips, p. 4.

<sup>5</sup>Phillips, p. 4.

chief development officer, chief business officer, chief student life officer and deans of colleges or schools at the university level.

## CHAPTER TWO

### Review of Related Literature

#### Introduction

Research findings and a summary of the related literature will be presented in the following topical organization:

1. Women in higher education administration.
2. Role models and women in higher education administration.
3. Mentors and women in higher education administration.

#### Women in Higher Education Administration

Despite equal employment opportunity laws and affirmative action, only 8 percent of the American college and university presidents are women, and 46 percent of these are members of religious orders.<sup>1</sup> Several explanations for the lack of women in senior-level administrative positions in higher education have been advanced in current research studies. The current literature can be classified into two areas: societal and cultural influences on women aspiring to positions of senior-level administration and institutional

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<sup>1</sup>American Council on Education, Office of Women in Higher Education, p. 7.

practices affecting women in their efforts to obtain administrative positions.

Societal and Cultural Influences on  
Women in Higher Education

...prejudices and outmoded customs act as barriers to the full realization of women's basic rights which should be respected and fostered as part of our Nation's commitment to human dignity, freedom, and democracy....<sup>1</sup>

Today's American women receive their first socialization concerning sex roles when, as newborn infants, they are carefully wrapped in pretty pink blankets. As young children, they are encouraged by their families to play house, take care of dolls and act like "ladies."<sup>2</sup> The effects of sex-role stereotyping continues in young girls when they are rewarded for passive, quiet, conformist behavior while being discouraged from assertive, dominant, competitive interaction with others.<sup>3</sup>

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<sup>1</sup>John F. Kennedy, in establishing the President's Commission on the Status of Women in 1961, cited by Pamela Roby, "Structural and Internalized Barriers to Women in Higher Education," Toward a Sociology of Women, ed. Constantina Safilios-Rothschild (Lexington, Massachusetts/Toronto: Xerox College Publishing, 1972), p. 131.

<sup>2</sup>Pamela Roby, "Structural and Internalized Barriers to Women in Higher Education," Toward a Sociology of Women, Safilios-Rothschild, p. 131.

<sup>3</sup>Suzanne E. Estler, "Women as Leaders in Public Education," Signs: Journal of Women in Culture and Society, 1 (Winter 1975), 378.



Psychologist Eleanor Maccoby suggests that girls who show qualities of dominant, assertive behavior are engaging in what is perceived as inappropriate sex role behavior and often pay for intellectual success with mental anxiety.<sup>1</sup> Horner studied the conflict between social acceptance and success and concluded that most women resigned themselves to accepting the fact that intellectual achievement would result in a loss of femininity, unpopularity, and loneliness. She indicates that "a bright woman is caught in a double bind. In achievement-oriented situations, she worries not only about her failures but also about success."<sup>2</sup> Or, "whereas men are unsexed by failure...women seem to be unsexed by success."<sup>3</sup>

Epstein supports Horner's double bind observation in relation to success, stating that major personal attributes in many professions and occupations such as aggressiveness, persistence, drive, personal dedication and emotional detachment, are considered to be masculine.<sup>4</sup> As Maccoby and Jacklin

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<sup>1</sup>Eleanor Maccoby, "Women's Intellect," Family in Transition, eds. Arlene S. Skolnick and Jerome A. Skolnick (Boston: Little, Brown & Company, 1971), pp. 242-54.

<sup>2</sup>Matina S. Horner, "Fail: Bright Women," Psychology Today, 3 (November 1969), 36-38, 62.

<sup>3</sup>Matina S. Horner, "Femininity and Successful Achievement: A Basic Inconsistency," Roles Women Play: Readings Toward Women's Liberation, ed. Michele H. Barsk (Belmont, California: Brooks & Cole, 1971), pp. 97-122.

<sup>4</sup>Cynthia F. Epstein, Woman's Place: Options and Limits in Professional Careers (Berkeley: University of California Press, 1970), pp. 20, 23.

reported, traits consistent with the adult male role are the characteristics associated with leadership positions.<sup>1</sup> In contrast, traits associated with the adult female role such as passivity, timidity and emotionalism are not characteristics of individuals in leadership positions.<sup>2</sup>

Weber, Feldman and Poling suggested that personal and family expectations present barriers to women.<sup>3</sup> Because of societal and biological demands on a woman, her choice to pursue a career may involve her in role conflicts and may require her to adopt a complex lifestyle in order to accommodate career and family responsibilities.<sup>4</sup> A recent National Institute of Education study suggested that women have competing demands between the professional role and the mothering role which becomes even more complicated when her career is secondary to her spouse's.<sup>5</sup>

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<sup>1</sup>Eleanor E. Maccoby and Carol N. Jacklin, The Psychology of Sex Differences (Stanford, Calif.: Stanford University Press, 1974), pp. 361, 368.

<sup>2</sup>L. Bach, "Of Women, School Administration, and Discipline," Phi Delta Kappan, 57 (1976), 463-66.

<sup>3</sup>Margaret B. Weber, Jean R. Feldman, and Eve C. Poling, "Why Women are Underrepresented in Educational Administration," Educational Leadership, 38 (January 1981), 320.

<sup>4</sup>Estler, p. 379.

<sup>5</sup>National Institute of Education, Women in Educational Administration: The Principalship (draft) (Washington, D.C.: NIE, 1980), cited by Weber, Feldman, and Poling, p. 320.

Conflict exists within the roles as professional and mother and between herself and spouse with respect to parental and career roles.<sup>1</sup> Krchniak,<sup>2</sup> Gross and Trask<sup>3</sup> reported that most female administrators are single and of those who are married, very few have young children. The opposite tends to be true for male administrators. These data suggested that women administrators resolve potential conflict between career and spouse by not marrying, by not having children, or by waiting until after childbearing to assume an administrative position.<sup>4</sup>

Suzanne Estler, in a review of literature on women in public education, found that the reasons given by researchers for the lack of women in leadership positions could be assigned to one of three models: a woman's place model, a discrimination model, or a meritocracy model.<sup>5</sup>

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<sup>1</sup>National Institute of Education, cited by Weber, Feldman, and Poling, p. 321.

<sup>2</sup>Stefen Krchniak, "Variables Associated with Low Incidence of Women in School Administration: Towards Empirical Understanding" (paper presented at the annual meeting of AERA, March, 1978, Toronto, Canada), cited by Weber, Feldman, and Poling, p. 321.

<sup>3</sup>Neal Gross and Anne E. Trask, The Sex Factor and the Management of Schools (New York: Wiley, 1976), cited by Weber, Feldman, and Poling, p. 321.

<sup>4</sup>Weber, Feldman, and Poling, p. 321.

<sup>5</sup>Estler, pp. 368-70.

The woman's place model is based on the assumption that the lack of women in leadership positions is due to different socialization patterns of men and women. For a woman to succeed in a societally designated man's role means she has failed in her assigned role. This model supports a world of work in which there are men's jobs and women's jobs.<sup>1</sup>

The discrimination model is based on the assumption that institutions favor men in training, hiring and promotion. This model is supported by evidence which shows that there are qualified women who are passed over in favor of male applicants.<sup>2</sup>

The meritocracy model assumes that the most competent people are promoted according to their ability; therefore, men must be more qualified and competent since they are promoted so often.<sup>3</sup> Lyman and Speizer suggested that of the three models outlined by Estler, the woman's place model and the discrimination model provide the best response as to why few women move into administration. Women have not been socialized to develop leadership skills or a career track. "They have also been denied the support, opportunity, and

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<sup>1</sup>Estler, p. 368.

<sup>2</sup>Estler, p. 369.

<sup>3</sup>Estler, p. 370.

experience given to men."<sup>1</sup>

In addition to the above, psychological barriers, such as women's lack of confidence in other women, their "fear of success" or "need to fail," their fear of acting assertively, once internalized, serve to reinforce those institutional practices which act as barriers to women in higher education administration.

### Institutional Practices Affecting Women in Higher Education

...peer relations affect a woman's decisions not to seek promotion into managerial ranks, where she will no longer be part of a group of women; for men, of course, peer relations are a given throughout managerial ranks....<sup>2</sup>

Roby cites as institutional practices those policies that hinder women from obtaining advanced education, thus preventing them from obtaining administrative positions.

Roby maintains:

outright sexist discrimination in hiring and promotion, nepotism rules, full-time work requirements, lack of child-care facilities and maternity-paternity leaves, as well as barriers to women's attaining higher education account for females' low representation in high-ranking university positions.<sup>3</sup>

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<sup>1</sup>Kathleen D. Lyman and Jeanne J. Speizer, "Advancing in School Administration: A Pilot Project for Women," Harvard Educational Review, 50 (February 1980), 29.

<sup>2</sup>Rosabeth Moss Kanter, "Women and the Structure of Organizations: Explorations in Theory and Behavior," Another Voice, eds. Marcia Millman and Rosabeth Moss Kanter (Garden City, New York: Anchor Books, 1975), p. 54.

<sup>3</sup>Roby, p. 128.

Institutional practices influencing women students at the undergraduate and graduate levels include covert and overt discrimination.<sup>1</sup> Harris collected and published from several institutions a variety of faculty comments made to women students:

Why don't you find a rich husband and give all this up?

We expect women who come here to be competent, good students, but we don't expect them to be brilliant or original.

A pretty girl like you will certainly get married; why don't you stop with an M.A.?

[To a young widow who had a five-year-old child and who needed a fellowship to continue at graduate school] You're very attractive. You'll get married again. We have to give fellowships to people who really need them.

I know you're competent and your thesis advisor knows you're competent. The question in our minds<sup>2</sup> is are you really serious about what you're doing?

Women graduate students at the University of Chicago expressed concern about these and similar statements to their professors when they stated:

Comments such as these can hardly be taken as encouragement for women students to develop an image of themselves as scholars. They indicate that some of our professors have different expectations about our performance than about the performance of male graduate students--expectations based not on our ability as individuals but on the

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<sup>1</sup>Ann Sutherland Harris, "The Second Sex in Academe," AAUP Bulletin, 56 (September 1970), 285.

<sup>2</sup>Harris, p. 285.

fact that we are women....Expectations have a great effect on performance.<sup>1</sup>

Rosenthal and Jacobson in their studies have shown that expectations have a great effect on performance. When teachers expected students to "bloom," students' IQ's increased significantly over a control group.<sup>2</sup> The obvious conclusion is that when professors expect less of certain students, these students will respond by producing less.<sup>3</sup>

One of the most frequently asked questions of women graduate students is how seriously are they pursuing a goal of higher education? An example:

Too many young women are casually enrolling in graduate schools across the country without having seriously considered the obligation which they are assuming by requesting that such expenditures be made for them. And they are not alone to blame. Equally at fault are two groups of faculty--undergraduate instructors who encourage their women students to apply to graduate school without also helping them consider the commitment that such an act implies, and graduate admissions counselors who blithely admit girls with impressive academic records without looking for other evidence that the applicant has made a sincere commitment to graduate study.<sup>4</sup>

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<sup>1</sup>Opinion expressed by Women Graduate Students at the University of Chicago in a Statement to University of Chicago Professors, cited by Harris, p. 285.

<sup>2</sup>Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 99-118.

<sup>3</sup>Opinion expressed by Women Graduate Students, p. 285.

<sup>4</sup>Edwin C. Lewis, assistant to the vice president for academic affairs and a professor of psychology at Iowa State University (quoted in The Chronicle of Higher Education, February 9, 1970), cited by Harris, p. 284.

Harris believes that women who go to graduate school do make a serious commitment and presents studies which clearly show that the amount of education a woman has received is a more important factor in determining whether she will work than either marriage or children. The higher her level of education, the more likely she will be working full time.<sup>1</sup>

Helen Astin's survey of 2,000 women with doctorates ten years after they completed their degree found that 90 percent were working, 81 percent full time.<sup>2</sup>

Alexander Astin suggested several factors which probably contribute to the underrepresentation of women in top administrative positions. Astin wrote that traditionally search committees are composed of older, male faculty members, many of whom do not take women candidates seriously. Secondly, Astin stated that women, due to sex differences based on societal expectations, may not make themselves as visible to search committees as do their male colleagues, and finally, another potential obstacle, according to Astin, is the criteria used for selection. Most search committees for senior-level administrative positions look for someone with prior administrative experience, and since many women

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<sup>1</sup>Harris, p. 284.

<sup>2</sup>Helen S. Astin, The Woman Doctorate in America (New York: Russell Sage Foundation, 1969), p. 145.



candidates lack such experience, they are often not considered seriously.<sup>1</sup>

Kanter in her study of Men and Women of the Corporation offers the explanation for the lack of women advancing as the maintenance of homogeneity in the selection process. The homogeneity hypothesis suggests that when we select people with whom we will work closely we select those we can trust, those with whom we can be comfortable and those who understand us without translation.<sup>2</sup>

Daniel Socolow's study of recruitment and hiring practices confirms Kanter's hypothesis. Socolow based his study on job notices that appeared in the Chronicle of Higher Education over a five-week period in 1977. The job notices used were for provosts, vice presidents, deans and associate deans in four-year colleges and universities.

The most striking finding of the study was the clear persistence of all the institutions in drawing only from a traditional pool of candidates. All institutions in the sample, save one, hired individuals from within academe. The new incumbents all had met the necessary, traditional criteria of first serving in lower status academic administrative posts and, in most instances, also in professional positions. Not only were there no observable new patterns of occupational mobility but there were also no marked geographical movement and no significant mobility among types and categories of higher education institutions.<sup>3</sup>

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<sup>1</sup>Astin, "Academic Administration," p. 65.

<sup>2</sup>Kanter, Men and Women of the Corporation, p. 59.

<sup>3</sup>Daniel J. Socolow, "How Administrators Get Their Jobs," Change, 10 (1978), 42-43.

At a June 1981 conference of female college administrators in the New York area, more than 300 women discussed such matters as discrimination. One of the topics that kept coming up was the women's belief that presidential search committees were biased in favor of men. "A search committee is much more inclined to have confidence in a male applicant," said Sister Dorothy Ann Kelly, president of The College of New Rochelle (N.Y.). "One of the reasons is that raising money is so important for a president these days in keeping the institution in the black, and search committees are inclined to think that men are better at that." Sister Colette Mahoney, president of Marymount Manhattan College, added: "One of the classic reasons given why women can't fund raise as well as men is that we can't be on the golf course or in the locker room with them."<sup>1</sup>

As mentioned earlier, Kanter has suggested that women may not pursue higher level positions because of the loss of a peer support system.<sup>2</sup> Dr. Virginia Trotter, in an address to the National Council of Administrative Women in Education, stated that women administrators must not only give up their peer relations but they must gain access to the

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<sup>1</sup>The New York Times, June 14, 1981, Section 1, p. 70, Col. 1-2.

<sup>2</sup>Kanter, "Women and the Structure of Organizations," p. 54.

informal network whereby men provide information to their colleagues and mentorship to younger males. Trotter maintains that there are not enough women in schools of educational administration to provide the mentorship, support and encouragement that females need.<sup>1</sup>

A study of the University of Chicago Graduate School found that it provided female students with a "null environment." Freeman maintained that women are admitted to graduate schools but thereafter barely tolerated and this "null environment" has caused women to be less successful in graduate school and to lower their employment aspirations.<sup>2</sup> Trotter believes that increased numbers of women in senior-level administrative positions would lessen discriminatory practices and would also give men and women students role models of successful women administrators.<sup>3</sup>

#### Role Models and Women in Higher Education Administration

My whole family are lawyers and I know many aspects of law from private practice to patent law to corporation laws. I know a great many lawyers and I

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<sup>1</sup>Virginia Y. Trotter, "The Time is Now for Utilizing Our Untapped Resources," Wanted: More Women, ed. The National Council of Administrative Women in Education (Arlington, Virginia: NCAWE, 1977), p. 5.

<sup>2</sup>Trotter, "The Time is Now for Utilizing Our Untapped Resources," p. 5, citing Jo Freeman, A Study of the University of Chicago Graduate School (Chicago: University of Chicago, Department of Political Science, 1971).

<sup>3</sup>Trotter, "The Time is Now for Utilizing Our Untapped Resources," p. 5.

have spoken to them about it. I have some friends of the family who have daughters who are lawyers. I also know women in other professions (medicine) who think professions are great for women. Law is the type of work I would like to be doing.<sup>1</sup>

As implied in the above quote, individuals develop an identity and define a role(s) in life through a socialization process. This process is assisted by "socializing agents" (significant others) who may be parents or peers, teachers, professors, employers and others, as the individual matures. These significant others teach, serve as role models, assist in career choice, encourage, support and reward various kinds of activity and behavior.<sup>2</sup>

Almquist and Angrist in their studies of role models and women's careers have indicated that the career aspirations of women can be explained within a role model-reference group framework.<sup>3</sup> Theodore Kemper defines a reference group as any

group, collectivity, or person which the actor takes into account in some manner in the course of selecting a behavior from a set of alternatives,

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<sup>1</sup>Elizabeth M. Almquist and Shirley S. Angrist, "Role Model Influences on College Women's Career Aspirations," Merrill-Palmer Quarterly, 17 (July 1971), 275.

<sup>2</sup>Barbara S. Wallston and others, "Role Models for Professional Women" (unpublished Manuscript, George Peabody College for Teachers, Nashville, Tennessee, 1978), p. 2.

<sup>3</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 264.

or in making a judgment about a problematic issue. A reference group helps to orient the actor in a certain course, whether of action or attitude.<sup>1</sup>

Kemper proposes the reference group concept as an explanation for achievement aspiration and development of career options.<sup>2</sup> Normative reference groups are those that set norms and values and expect the individual to comply with them or face punishment. Conformance with the normative group does not represent achievement but only minimal expected performance.<sup>3</sup> To receive recognition, the individuals perform with a high degree of excellence for a second type of reference group, the audience. The audience in turn rewards the individuals for the excellence in performance.<sup>4</sup> Finally, Kemper maintains that achievement is especially facilitated by one particular kind of comparison reference group--the role model:

Usually an individual rather than a group...the role model demonstrates for the individual how something is done in a technical sense. [The role model] is concerned with the "how" question. The essential quality of the role model is that he (she) possesses skills and displays techniques which the actor lacks

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<sup>1</sup>Theodore Kemper, "Reference Groups, Socialization and Achievement," American Sociological Review, 33 (1968), 32.

<sup>2</sup>Kemper, pp. 32-33.

<sup>3</sup>Kemper, p. 33.

<sup>4</sup>Kemper, p. 33.

[or thinks he (she) lacks] and from whom, by observation and comparison with his (her) own performance, the actor can learn.<sup>1</sup>

According to Kemper's proposals about reference groups and role model definition, it can be assumed that high individual achievement is dependent on a role model who will provide a technical explication of how a role is to be performed.<sup>2</sup>

There is a variety of reference groups for women which influence lifestyle choices. Role models provide specific examples for making these decisions.<sup>3</sup> According to Almquist and Angrist, women who make a long term commitment to a career do so with the expectation that the career will be combined with marriage and family.<sup>4</sup>

That a man will spend at least one third of his adult life in gainful work is a premise on which the plans for his life are based. But for a woman, society creates not a decision but the necessity for a choice. She must decide whether to include work in her plans and if so how much of her life she should devote to it. If the answer is that

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<sup>1</sup>Words in parentheses added by this writer; Kemper, p. 33.

<sup>2</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 265.

<sup>3</sup>Shirley S. Angrist and Elizabeth M. Almquist, Careers and Contingencies: How College Women Juggle with Gender (New York: Dunellen Publishing Co., 1975), p. 153.

<sup>4</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 265.

she will include work in a serious way, she then arrives at the point at which the career thinking of men begins.<sup>1</sup>

### Reference Groups Which Provide Role Models

The findings from studies by Almquist and Angrist give direction to many researchers who support three general reference groups which provide role models: the family, peers and faculty.

Family influence. Almquist and Angrist found in their four year longitudinal study of college women that:

1. career-oriented women were not significantly influenced by the educational level of either parent, nor by the father's occupational level;
2. career-oriented women more frequently had working mothers while noncareer-oriented had mothers who were more actively involved in clubs, volunteer and leisure pursuits.<sup>2</sup>

Tangri found that college women who aspired to high level traditional male occupations ("role innovators") reported having mothers who were role models. They worked in male dominated occupations, had a high level of education

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<sup>1</sup>L. Bailyn, "Notes on the Role of Choice in the Psychology of Professional Women," *Daedalus*, 93 (1964), 702, cited by Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 275.

<sup>2</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 277.

and maintained their role of wife and mother.<sup>1</sup> Rossi maintains that the mother who is a traditional mother and wife but is dissatisfied with this role and is devalued by others, becomes a negative role model.<sup>2</sup>

Walum found in a study of twenty-five married women Ph.D's, all of whom were involved in their professional activities as well as traditional family roles, that they had strong positive identifications with their fathers.<sup>3</sup> She also found that the women in her study had a positive identification with a female role model who was not necessarily the mother; rather in some cases, it was a grandmother, teacher, or aunt.<sup>4</sup>

Peer influence. Almquist and Angrist found in their study of college women that:

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<sup>1</sup>Sandra Schwartz Tangri, "Determinants of Occupational Role Innovation Among College Women," Journal of Social Issues, 28 (1972), 193-97.

<sup>2</sup>Alice Rossi, "The Roots of Ambivalence in American Women," (paper presented at the Continuing Education Conference, 1967, Oakland University, Michigan) cited by Barbara B. Seater and Cecilia L. Ridgeway, "Role Models, Significant Others, and the Importance of Male Influence on College Women," Sociological Symposium, 15 (Spring 1976), 50.

<sup>3</sup>Elizabeth Douvan, "The Role of Models in Women's Professional Development," Psychology of Women Quarterly, 1 (Fall 1976), 7, citing L. Walum, personal communication, 1974.

<sup>4</sup>Walum, cited by Douvan, p. 7.



1. noncareer-oriented women were associated with sorority membership, being married, engaged, or going steady;
2. career-oriented women preferred occupations similar to those chosen by their male peers and more chose male-dominated occupations.<sup>1</sup>

In the Almquist and Angrist study, a college woman, when asked if she thought marriage would interfere with career goals, responded:

No, I probably wouldn't have kept going out with him if he didn't see things the way I did. A lot of people don't like women to work after they are married at all....He doesn't mind. He is the one who pushed me to go to graduate school. I always wanted to just work before, but he said to me, "Start looking because you like school and you enjoy your courses. So if you want to, why not?" So I started looking [for graduate schools to attend].<sup>2</sup>

According to Angrist and Almquist, some women students stopped dating males who disagreed with them about career plans; some sought males who agreed with their career plans; and others had male friends who encouraged their careers.<sup>3</sup>

Tangri's study of 200 women college seniors found that faculty and female college friends provide a supportive role,

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<sup>1</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 276.

<sup>2</sup>Angrist and Almquist, Careers and Contingencies, p. 161.

<sup>3</sup>Angrist and Almquist, Careers and Contingencies, p. 161.

but that a supportive boyfriend may be more important at this developmental stage.<sup>1</sup> Tangri suggested that this is particularly true for women who have been socialized into the middle-class mores of women's role being that of wife and mother. Thus, acceptance by a male of the woman's career aspirations is of great significance.<sup>2</sup>

Faculty influence. In the Almquist and Angrist study, it was found that:

1. career-oriented women perceived professors as having had a more positive evaluation of their academic ability than did noncareer-oriented women;
2. noncareer-oriented women felt that peers, family members, or no one had influenced their occupational choice. Career-oriented women had these same sources of influence but they were most strongly influenced by college professors and occupational role models.<sup>3</sup>

Tidball's research on role models found a significant positive correlation between the numbers of women faculty at an institution and numbers of women achievers from that

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<sup>1</sup>Tangri, p. 191.

<sup>2</sup>Tangri, p. 197.

<sup>3</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 277.

institution. Women achievers were defined as those women who were recognized for their achievements by inclusion in Who's Who of American Women. The number of men faculty had no significant effect on numbers of women achievers.<sup>1</sup> She concluded that women's colleges provide the most positive environment for women students because of the high self-esteem of the women faculty and the large number of women faculty and administrators.<sup>2</sup>

Holmstrom and Holmstrom reported a positive correlation among female doctoral students regarding their perceptions of faculty availability for personal advice and two aspects of their graduate work. Women doctoral students who had personal interaction with faculty rated themselves as among the best students in the department, and they had authored or co-authored a published article.<sup>3</sup> Feldman concurred with Holmstrom and Holmstrom in that he found women graduate students who had a close relationship with a faculty member were more likely to have published and more likely to have expressed interest in higher status careers.<sup>4</sup>

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<sup>1</sup>Elizabeth M. Tidball, "Perspective on Academic Women and Affirmative Action," Educational Record, 54 (Spring 1973), 133.

<sup>2</sup>Elizabeth M. Tidball, "Of Men and Research," Journal of Higher Education, 47 (July-August 1976), 387.

<sup>3</sup>Engin I. Holmstrom and Robert W. Holmstrom, "The Plight of the Woman Doctoral Student," American Educational Research Journal, 11 (Winter 1974), 16.

<sup>4</sup>Saul D. Feldman, Escape from the Doll's House: Women in Graduate and Professional School Education (New York: McGraw-Hill, 1974), pp. 91-94.

Tidball suggested that faculty members tend to identify more closely with students of their own sex. Thus, role models are likely to be in short supply for women students since women comprise a small proportion of the faculty at most institutions.<sup>1</sup> Gappa and Uehling expressed the attitude that since women occupy lower academic rank than their male colleagues, it is questionable as to whether they are viewed as successful role models by female students.<sup>2</sup>

Graham contended that single women who convey an image of being solely committed to their careers will be rejected as role models by students because they portray the image of lonely persons who have sacrificed everything for a profession.<sup>3</sup>

Graham also described superwomen faculty as:

rare individuals who manage to marry a brilliant and successful husband, have five children, write intelligently on a variety of topics, assume a major administrative position, and at the age of 40, be featured on beauty pages of a woman's magazine.<sup>4</sup>

Graham suggested that these women also may be rejected as

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<sup>1</sup>Tidball, "Of Men and Research," pp. 378-79.

<sup>2</sup>Judith M. Gappa and Barbara S. Uehling, Women in Academe: Steps to Greater Equality (Washington, D.C.: American Association for Higher Education, 1979), p. 33.

<sup>3</sup>Patricia Albjerg Graham, "Women in Academe," Science, 169 (September 1970), 1284-90.

<sup>4</sup>Graham, p. 1286.

role models because such success seems unrealistic to many students.<sup>1</sup>

### Importance of Role Models

Almquist and Angrist viewed the importance of role models for women as their ability to project a lifestyle which incorporates more than the functions of "how to" as defined by Kemper.<sup>2</sup> Role models combined several functions and served as more than technical explicators according to Almquist and Angrist.<sup>3</sup>

Research by Bucher and Stelling indicated that students often engaged in selective role modeling, using "partial" models, picking characteristics they liked and rejecting others.<sup>4</sup> Shapiro, Haseltine and Rowe pointed out that it may be difficult and even counterproductive for a young woman to find a role model who meets all of her expectations; therefore, it is important to think of role models in the plural.<sup>5</sup>

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<sup>1</sup>Graham, p. 1286.

<sup>2</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 277.

<sup>3</sup>Almquist and Angrist, "Role Model Influences on College Women's Career Aspirations," p. 278.

<sup>4</sup>Rue Bucher and Joan G. Stelling, Becoming Professional (Beverly Hills, California: Sage Publications, Inc., 1977), p. 151.

<sup>5</sup>Shapiro, Haseltine, and Rowe, pp. 51-58.

Shapiro et al., proposed the concept of a continuum of advisory/support relationships which they described as the "Patron System," including four points along the continuum: peer pals, guides, sponsors and mentors. "Peer pals" and "mentors" serve as end points of the continuum with "sponsors" and "guides" as internal points. The continuum ranges in intensity of relationship from a cooperative relationship between peers (peer pal) to people who are valuable in explaining the system (guides) to those who promote and shape the careers but are less powerful than mentors (sponsors) to mentors who are the most intense and paternalistic or maternalistic.<sup>1</sup>

Mentors and Women in Higher Education  
Administration

It is the duty of any successful woman to provide a strong pair of shoulders for other women to climb on.

Mary Donlon Alger<sup>2</sup>

The word "mentor" comes from Greek mythology. Mentor was the wise, old man who was the guardian, tutor and close advisor of Telemachus, son of Ulysses. Mentor provided Telemachus with advice, counsel, love and served as a teacher and surrogate father. It was a very special and rare

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<sup>1</sup>Shapiro, Haseltine, and Rowe, p. 55.

<sup>2</sup>Mary Donlon Alger, cited by "Gateways and Barriers for Women in the University Community" (proceedings of the Mary Donlon Alger Conference for Trustees and Administrators, September 10-11, 1976, Cornell University, Ithaca, New York).

relationship.<sup>1</sup> There are several mentor-like relationships in history and literature such as Margaret Mead and her mentor Franz Boas, Elizabeth Barrett and her mentor Robert Browning, Simone de Beauvoir and her mentor Jean-Paul Sartre, Carl Gustav Jung and his mentor Sigmund Freud and finally, the imaginary Eliza Doolittle and her mentor Henry Higgins.

Yale psychologist, Daniel J. Levinson was one of the first to study the mentoring relationship in males. He tried to clarify the mentor relationship by defining some of the characteristics. Levinson's research found that the mentor is usually eight to fifteen years older than the mentee (his term).<sup>2</sup> "The mentor takes the younger man under his wing, invites him into a new occupational world, shows him around, imparts his wisdom, cares, sponsors, criticizes, and bestows his blessing."<sup>3</sup> Levinson believes that few men have more than three or four mentors, with most having none or one. The duration of an intense mentoring relationship lasts an average of three to four years and ten to twelve years at the outer limit.<sup>4</sup> In Levinson's research, which involved

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<sup>1</sup>Kathleen Fury, "Mentor Mania: The Search for Mr. Right Goes to the Office," Savvy, 1 (January 1980), 43.

<sup>2</sup>Daniel J. Levinson and others, "Periods in the Adult Development of Men: Ages 18 to 45," The Counseling Psychologist, 6 (1976), 23.

<sup>3</sup>Levinson, p. 23.

<sup>4</sup>Levinson, p. 24.

only males, he discovered it is rare to be a mentee (protege) after forty.<sup>1</sup>

The concept of mentoring is complicated and goes beyond advising and teaching, according to Levinson.

[Mentoring] facilitates [the young man's] development, supports his dreams and facilitates his entry into the adult world and makes him feel welcome there and able to pursue his or her way within it. Mentoring in many ways is analogous to good parenting. Just as a parent brings the child into the world as a child, the mentor is a key figure in bringing a young adult into the world of adults and fostering development so that he can build a life that is meaningful and that allows him to live what is important within himself.<sup>2</sup>

#### Importance of Mentors

Hennig and Jardim in their book The Managerial Woman indicated that mentor-protege relationships are extremely important for women in business.<sup>3</sup> Hennig, in her interview with twenty-five top-level women executives in the United States, discovered that all had strongly attached to a mentor--a male boss. Once in the protective custody of their mentor, all other relationships became subordinate to this one. The mentor, like a father, supported her and cheered

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<sup>1</sup>Levinson, p. 24.

<sup>2</sup>Phillips, p. 14, citing Daniel Levinson, personal communication, 1977.

<sup>3</sup>Margaret Hennig and Anne Jardim, The Managerial Woman (New York: Doubleday, 1977), pp. 162-65.



her on.<sup>1</sup> According to Hennig, the mentors promoted women both inside and outside their company and used their reputation to advance the women. Largely due to this support, the women obtained new positions and responsibilities.<sup>2</sup> Hennig and Jardim stated that a woman in management as a career must:

...look for a coach, a godfather or a godmother, a mentor, an advocate, someone in a more senior management position who can teach<sub>3</sub> her, support her, advise her, critique her....<sup>3</sup>

In an article in the July-August 1978 issue of Harvard Business Review, entitled "Everyone Who Makes it Has a Mentor," Eliza G. C. Collins, Senior Editor, interviewed three male executives of the Jewel Tea Company. When asked the question, "Over the years have you noticed a qualitative difference between managers who were brought up with the sponsor approach and those who are not?", Donald S. Perkins, Chief Executive Officer, Jewel Tea, said:

I don't know that anyone has ever succeeded in any business without having some unselfish sponsorship or mentorship, whatever it might have been called. Everyone who succeeds has had a mentor or mentors. We've all been helped. For some the help comes with more warmth than for others, and with some it's done with more forethought, but most

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<sup>1</sup>Margaret Hennig, "Career Development for Women Executives" (unpublished Doctoral dissertation, Harvard University, 1970), pp. vi-10.

<sup>2</sup>Hennig, pp. vi-10.

<sup>3</sup>Hennig and Jardim, p. 162.

people who succeed in a business will remember fondly individuals who helped in their early days.<sup>1</sup>

Ruth Halcomb, author of the book Women Making It, stated that due to a woman's slow and difficult climb to upper management, a mentor or an understanding boss may be necessary at not just one, but two crucial points:

One is during the early phase of a career, when the woman first sees her work as more than just a job and realizes that it may be what she will be doing for the rest of her life, when the mind-set to move on and up is beginning to crystallize. The other stage is later, when it's time for the final push to the top rungs of the ladder.<sup>2</sup>

Halcomb also stated that it is necessary for females in any field to receive special encouragement to assure her that it's all right for a woman to be doing what she's doing, especially if she has had no female role models.<sup>3</sup>

Gerard R. Roche, president and chief executive officer of a management consulting firm, reported in the January-February 1979 issue of Harvard Business Review on a study his firm conducted among top executives mentioned in the 1977 "Who's News" columns of the Wall Street Journal. Fewer than 1 percent of the 1,250 respondents were women. The

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<sup>1</sup>Eliza G. C. Collins, "Everyone Who Makes it Has a Mentor," Harvard Business Review, 56 (July-August 1978), 100.

<sup>2</sup>Ruth Halcomb, "Mentors and the Successful Woman," Across the Board, 17 (February 1980), 15.

<sup>3</sup>Halcomb, p. 15.

study presented several findings:

1. Nearly two-thirds of the executives reported having had a mentor or sponsor, and one-third having had two or more mentors.
2. During the last twenty years mentor relationships have become much more prevalent.
3. Executives who have had a mentor earned more money at a younger age, were better educated, were more likely to follow a career plan, and served as a mentor to more proteges than those who had not had a mentor.
4. Executives who had a mentor were happier with their career progress and derived more pleasure from their work.<sup>1</sup>

#### Types of Mentors

Linda Phillips, in her survey of women managers and executives in American business and industry, identified the following types of mentors:

1. Classic or traditional--older male bosses who served as protectors, teachers, guides and father-figures to their proteges.
2. Supportive bosses/partners--supervisors or partners who encouraged, taught, and/or provided opportunities for advancement.

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<sup>1</sup>Gerard R. Roche, "Much Ado About Mentors," Harvard Business Review, 57 (January-February 1979), 14-15.

3. Corporate sponsorship--important persons in the corporation who look after their proteges and make certain they progress in their career.
4. Peer strategizers--an individual's peers and colleagues who help the individual meet short-term goals.
5. Professional mentors--executives who perform their mentoring duties as official or unofficial parts of their jobs.
6. Patrons and matrons--wealthy or influential supporters who use their wealth or standing in the community to help individuals, institutions, or causes.<sup>1</sup>

#### Mentoring Assistance

Phillips' research also documented a variety of ways in which mentors helped their proteges.

1. Encouragement, recognition of potential--having faith in the proteges' abilities and encouraging to the proteges to be all they can be.
2. Instruction, training--teaching proteges about their work, giving them skills, acquainting them with office politics, reviewing and critiquing their efforts.

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<sup>1</sup>Phillips, pp. 69-74.

3. Opportunities, responsibilities--assigning proteges responsibilities and giving them opportunities to show what they can do.
4. Advise, counsel--listening to problems, identifying options, providing practical suggestions and advice.
5. Help with career moves--suggesting various career move strategies, and helping proteges transfer to other jobs.
6. Inspiration, role modeling--providing a style and attitude that serves as an inspiration and may be modeled.
7. Visibility--making certain that their proteges are seen and heard by those in positions to help them.
8. Friendship--helping proteges as part of close personal relationships.
9. Exposure to power and excitement--stimulating proteges by exposure to success, position, power, pay and prestige.<sup>1</sup>

#### Lack of Mentors for Women

"Given the value that mentoring has for the mentor, the recipient and society at large," Levinson said, "it is tragic that so little of it actually occurs."<sup>2</sup> According to

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<sup>1</sup>Phillips, pp. 83-88.

<sup>2</sup>Fury, citing Daniel Levinson, p. 44.

Levinson, the importance in the adult development is just beginning to be recognized.<sup>1</sup> He agrees with Epstein that the lack of a mentor has been a major obstacle in the professional development of women.<sup>2</sup>

It would serve crucial developmental functions, for male as well as female students, if there were more female faculty members in our graduate schools and professional schools.<sup>3</sup>

Women in business today find few women to serve as mentors and rarely does a corporate male officer select a woman as a protege. This creates an insidious cycle: women do not advance rapidly partially due to a lack of insight and contact with women managers, and this results in few women managers to serve as mentors for younger women.<sup>4</sup>

A significant but often unarticulated feeling is that it is uncomfortable for a man to form a mentor association with a woman. Cultural background and experience have conditioned him to view women as wives, mothers and sweethearts,

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<sup>1</sup>Levinson, p. 24.

<sup>2</sup>Cynthia F. Epstein, "Encountering the Male Establishment: Sex-Status Limits on Women's Careers in the Professions," American Journal of Sociology, 75 (1970), 969-70.

<sup>3</sup>Levinson, p. 24.

<sup>4</sup>Charles D. Orth, III, and Frederic Jacobs, "Women in Management: Pattern for Change," Harvard Business Review, 49 (July-August, 1971), 146.

not executive peers.<sup>1</sup>

According to Sheehy:

when a man becomes interested in guiding and advising a younger woman, there is usually an erotic interest that goes along with it. The kicker is that relationship of guide and seeker gets all mixed up with a confusing male-female attachment.<sup>2</sup>

Levinson stated that men can function in important respects as mentors for women but warns that there is much to be learned about conscious or unconscious sexism which may lead the male to treat his female protege as a "little girl or a mascot or a sex object" instead of welcoming her as a peer.<sup>3</sup>

Cynthia Epstein, author of Woman's Place: Options and Limits in Professional Careers, agrees that sexual undercurrents exist:

That can work to woman's advantage or disadvantage. The advantage is that if a woman's mentor or sponsor is accomplished and knowledgeable, she'll learn a lot more from him because of the time they spend together outside of work. On the other hand, people are apt to attribute the woman's ideas and work to the man, and to resent her. Typically it's the woman's reputation that suffers. People rarely say, "Oh, hasn't he improved as a result of their affair." And of course, if the sexual relationship ends,

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<sup>1</sup>Mary F. Cook, "Is the Mentor Relationship Primarily a Male Experience?" The Personnel Administrator, 24 (November 1979), 83.

<sup>2</sup>Gail Sheehy, "The Mentor Connection: The Secret Link in the Successful Woman's Life," New York, 7 (April 1976), 33-34.

<sup>3</sup>Levinson, p. 24.

she's the subordinate and the old "last-hired, first fired" rule may apply. My advice to women would be: Don't.<sup>1</sup>

Sheehy warns,

The woman may have a difficult time finding her own equilibrium because her professional, emotional, and often her sexual nourishment<sup>2</sup> as well have their source in the same person....

According to Orth and Jacobs, women executives who have suffered through years of discrimination and hard work might resist serving as a mentor to a younger woman. These women

recognize that if they were beginning their careers today, their opportunities for advancement in the formal structure would be greater than those that existed when they began. They are also aware, however, that to exchange positions for title at this point would result in a loss of power for them. Understandably, some of these women resent those younger women for whom so much greater flexibility and so many more opportunities exist.<sup>3</sup>

A University of Southern California professor, Judith Stiehm, suggested several explanations for women's reluctance to become sponsors or mentors for other women:

One is the feeling that they must keep their hands clean--they endanger their own careers if male colleagues think of them as being prejudiced in favor of women. Another reason is that they're working so hard in their own careers that they don't have time. Third, they sometimes think the younger women will be better off with a male sponsor.<sup>4</sup>

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<sup>1</sup>Fury, citing Cynthia Epstein, p. 46.

<sup>2</sup>Sheehy, "The Mentor Connection," p. 34.

<sup>3</sup>Orth and Jacobs, p. 146.

<sup>4</sup>Halcomb, citing Judith Stiehm, p. 18.



Phillips, in her doctoral dissertation research, determined that the lack of mentors for women not only had a negative impact on their career development but also on their self-image, ego, and adult development. She maintained that a mentor does not guarantee success in a career or in adult development, but for many women, it can be a strong contributor.<sup>1</sup>

In her book, Games Mother Never Taught You, Betty Lehan Harragan made the following observation:

There are plenty of women who eventually do perceive the game characteristics of business. Unfortunately, lacking a suitable tutor, they're apt to misjudge which game is being played. Consequently, many intelligent women can be found playing checkers while their opponents are playing chess.<sup>2</sup>

#### Summary

There does not currently exist a significant number of women in senior-level administrative positions in higher education. Only 8 percent of the American college and university presidents are women with almost one-half of these being members of religious communities.

Current research studies indicate several explanations for the lack of women in higher education administration.

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<sup>1</sup>Phillips, p. 108.

<sup>2</sup>Betty Lehan Harragan, Games Mother Never Taught You: Corporate Gamemanship for Women (New York: Rawson Associates, 1977), p. 16.

The research explanations can be classified into two areas: societal influences on girls and women and institutional influences on girls and women.

The importance of role models and mentors has received increased attention by professionals interested in the advancement of women in traditionally male-dominated professions. According to the literature, role models and mentors are important factors in determining career patterns and adult development.

The research indicated some differences between role models and mentors. These differences suggest that a continuum of support relationships may be necessary.

Since women often lack mentors, several suggestions were made to facilitate more mentoring for women as well as to define the kind of mentoring assistance which may be most helpful.

## CHAPTER THREE

### Research Design and Methodology

#### General Design

To collect data for this study, a survey questionnaire and an interview schedule were used to gather both quantitative and qualitative information from the sample population. The survey questionnaire and the interview schedule were adapted from survey instruments used in Linda Lee Phillips' doctoral dissertation.<sup>1</sup>

A pilot study was conducted with three women university presidents from institutions outside the state of Iowa. Professional colleagues were asked to make suggestions about the survey procedure, the appropriateness of the interview and the wording of the questions. Minor modifications were made based on suggestions from colleagues and the pilot study.

The sample for the study comprised twenty-two women currently employed in senior-level administrative positions in institutions of higher education in Iowa. Of the sample population eighteen persons responded to the questionnaire and the interview.

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<sup>1</sup>Phillips, "Mentors and Proteges: A Study of the Career Development of Women Managers and Executives in Business and Industry."

The survey questionnaire was mailed with a cover letter to each person in the sample population. After the survey questionnaire had been returned to the researcher, each member of the sample population responded to the interview schedule through an electronically recorded telephone interview conducted by the researcher. The data generated by the survey questionnaire and the interview schedule were tabulated and analyzed to provide answers to the questions posed for the study.

#### Population and Sample

The population for this study consisted of women who were or would be employed in administrative positions in two- and four-year institutions of higher education in Iowa in the 1980's. The sample comprised women employed in the spring of 1981 in senior-level higher education administrative positions in Iowa.

The institutions of higher education used in the survey were the three Iowa regents' universities, fifteen two-year state area community colleges and twenty-seven two-year and four-year institutions that were members of the Iowa Association of Independent Colleges and Universities in the spring of 1981. This included a total of forty-five institutions of higher education.

The senior-level administrative positions surveyed in this study were: president, chief academic officer, chief

development officer, chief business officer, chief student life officer and deans of colleges or schools at the university level. Meeting the above requirements were twenty-two women.

#### Procedure for Identifying Sample

The sample for this study was identified by contacting the executive secretary of the Iowa Board of Regents, the division director of the Area Schools of the State Department of Public Instruction and the president of the Iowa Association of Independent Colleges and Universities. Reports received from the previously mentioned individuals were used to identify the sample population and were verified by telephone contact with the office of the president or superintendent of each institution.

Forty-five institutions of higher education in Iowa were identified as meeting the criteria for this study. These included three Iowa regents' institutions, fifteen state area community colleges, one private two-year college, and twenty-six four-year private institutions. Identified as meeting the requirements of the sample population for this study were twenty-two women. The sample population included four individuals from the Iowa regents' institutions, one from an area community college, five from private two-year colleges, and twelve from four-year private institutions. The twelve individuals from the four-year private institutions were

identified within eleven of the twenty-five institutions. Eight of these four-year institution administrators were members of religious communities.

Upon identification of individuals meeting the sample population criteria, each person was contacted by telephone, at which time an overview of the study was explained and their cooperation was solicited.

#### Data and Instrumentation

The data for this study was drawn from the sample population by the use of two survey instruments: the survey questionnaire and the interview schedule. (See Appendices A and B.) The two survey instruments were adapted from the instruments developed by Linda Lee Phillips of the University of California at Los Angeles (UCLA) for her doctoral dissertation, "Mentors and Proteges: A Study of the Career Development of Women Managers and Executives in Business and Industry."

For the purposes of this study, the survey questionnaire was re-worded from the Phillips questionnaire to make it applicable to academe rather than to business and industry. The interview schedule used in this study was changed considerably from the Phillips interview. The Phillips interview was open-ended and questions were added or deleted depending on the needs at the time. The interview schedule for this study was structured to ten questions

which allowed for open-ended responses, yet lent themselves to definitive categorization of information.

Two survey instruments were used to obtain both quantitative and qualitative data. The survey questionnaire required quantitative responses while the interview schedule was developed to obtain follow-up, qualitative and in-depth information to the responses obtained from the survey questionnaire.

The survey questionnaire and the interview schedule were pilot tested with three women university presidents from institutions outside the state of Iowa. Each of these presidents was contacted by telephone at which time the study was explained and their participation in the pilot was requested. Upon their completion of the survey questionnaire and the interview schedule, minor modifications were made to the survey questionnaire.

Each of the twenty-two women who was identified as meeting the sample population criteria were contacted by telephone and asked to participate in the study. Two individuals indicated that they did not wish to participate, since they felt other persons at their institutions were in a better position to respond.

The twenty women who agreed to participate in the study were mailed the survey questionnaire with a cover letter and stamped return envelope. The survey questionnaire was returned by eighteen individuals within the suggested time

frame. The remaining two individuals were contacted by telephone and reminded of the time frame and also asked if they needed an additional questionnaire or further information. At this point, one of them indicated she had misjudged her time commitments and really felt she could not give this study the appropriate attention. The other individual indicated that she would return her questionnaire.

The eighteen who had returned the survey questionnaire were telephoned to establish a date and time for recording their responses to the interview schedule. To effectively use the telephone interview time, the participants were each sent a copy of the interview schedule prior to the interview. Each of the individuals in the sample population were telephoned at the established date and time. The average length of each interview was forty-five minutes. Their responses to the interview schedule were electronically recorded. Prior to recording the interview, the participants were informed that the interview would be recorded and that their responses, when presented in the study, would be anonymous. The interviews were closed by answering any questions the participant might have and gratitude was expressed for the time and assistance. Each participant was promised a summary of the study when available.

Two additional telephone contacts were made to the individual who had not returned her survey questionnaire. Even though she expressed her interest in participating in the



study, she did not return the required information within the time frame set by the researcher. The sample population completing the survey questionnaire and the interview schedule consisted of eighteen respondents.

### Analysis of the Data

The data gathered from the survey questionnaire was coded, key punched and analyzed by computer. The Statistical Package for the Social Sciences (SPSS) computer program was used to compute descriptive statistics--basic frequencies and measures of central tendency. Some cross-tabulations (cross-tabs) of variables were made. After reviewing the cross-tabulations of variables, it was determined that the sample was too small to draw conclusions regarding significant differences within the variables. The descriptive statistics from the computer analysis are reported in tabular form.

The purpose of the interview schedule was to provide in-depth qualitative responses to questions posed in the survey questionnaire. Each of the individual recorded responses were transcribed and organized by the researcher into categories which directly related to the responses from the survey questionnaire. These qualitative data were presented in narrative form with the related data from the computer analysis of the survey questionnaire.

Five of the eighteen participants in the study were members of religious communities. After careful examination

of the computer analysis of the survey questionnaire and the responses to the interview schedule, it was determined to report the responses from the members of the religious community separately from those of the other thirteen participants.

This distinction was made because several of the questions on the survey questionnaire were not applicable to members of religious communities. Such questions include: marital status, number of children, religious background, annual salary (many members of religious communities receive other than strictly monetary compensation), career choice, and career patterns.

Responses to the interview schedule from some members of religious communities indicated that they did not choose educational administration as a career. Rather, being a member of a religious community was their career choice. Several also said that they were afraid they might skew the study because they had been placed in educational administration by their religious communities and therefore had not followed any particular career pattern.

For these reasons it was determined to keep the responses separate, thus allowing for as accurate as possible interpretation of the data.

## CHAPTER FOUR

### Findings

The findings of this study indicate that women administrators in higher education in Iowa are a homogeneous group in some ways, and in other ways, a varied group of women. This chapter is a description of the comparison of the women in the study in terms of personal backgrounds, career experiences, and the influence of significant others in their careers.

Information presented in this chapter was provided by the questionnaires and the interview transcripts. (See Appendices A and B.) The term women administrators will be used to describe all the women in the study except the women who were members of a religious order. Members of a religious order will be referred to as Roman Catholic nuns. As discussed in Chapter Three, the responses from Roman Catholic nuns are reported separate from the responses of women administrators.

#### Personal Backgrounds

##### Age

The women in the study ranged in age from thirty to fifty-nine. Roman Catholic nuns ranged in age from

thirty-nine to fifty-three. The distribution of ages is presented in Table 1.

Table 1  
Age Distribution

Age	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
55-60	4	30.8	0	0.0	4	22.2
49-54	3	23.1	1	20.0	4	22.2
43-48	2	15.4	2	40.0	4	22.2
37-42	1	7.7	2	40.0	3	16.7
31-36	2	15.4	0	0.0	2	11.1
25-30	<u>1</u>	<u>7.7</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>5.6</u>
Totals	13	100.0	5	100.0	18	100.0

### Birth Order

The related literature has suggested that senior-level executive women are likely to have been only children, first-born children or first-born daughters. The findings in this study indicate that more women were second- or later-born than first-born children; however, four of the second-born children were first-born daughters and one of the third-born children was the first-born daughter. None of the women in the study were the only child in the family. (See Table 2.)

Table 2  
Birth Order

Birth Order	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Only Child	0	0.0	0	0.0	0	0.0
1st Born	4	30.8	1	20.0	5	27.8
2nd Born	5	38.5	1	20.0	6	33.3
3rd Born	2	15.4	1	20.0	3	16.7
4th or Later Born	<u>2</u>	<u>15.4</u>	<u>2</u>	<u>40.0</u>	<u>4</u>	<u>22.2</u>
Totals	13	100.0	5	100.0	18	100.0

#### Nationality of Women and Their Parents

All of the women and most of their parents were born in the United States. Of the thirteen women administrators, ten of their fathers and twelve of their mothers were born in the United States. Of the five women who were Roman Catholic nuns, four of their fathers and four of their mothers were born in the United States.

#### Racial or Ethnic Groups

Of the thirteen women administrators, one was Black and the twelve others were Caucasian. All of the Roman Catholic nuns were Caucasian.

### Religious Backgrounds

Of the thirteen women administrators, ten were raised as Protestants and three as Roman Catholics. Three currently practiced Roman Catholicism while seven were currently Protestants. The other three did not state a current religion. All the Roman Catholic nuns were raised Roman Catholic and continue to practice that religion.

### Marital Status

Only three women in the study were currently married. Five of the thirteen women administrators were single and had never been married while four were single as a result of divorce. One of the women was a widow and none of the women was in a second marriage. (See Table 3.)

Table 3  
Current Marital Status

Marital Status	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Single (Never Married)	5	38.5	5	100.0	10	55.5
Single (Divorced)	4	30.8	0	0.0	4	22.2
Single (Widowed)	1	7.7	0	0.0	1	5.6
Married (Only Once)	<u>3</u>	<u>23.1</u>	<u>0</u>	<u>0.0</u>	<u>3</u>	<u>16.7</u>
Totals	13	100.0	5	100.0	18	100.0

### Children

Five of the thirteen women administrators had children. Two had three children, one had two children, one had four children and one had five children.

### Formal Educational Level

Ten of the eighteen women had a doctorate degree, and five of the ten had done postdoctoral work. All of the women possessed at least a baccalaureate degree (See Table 4.)

Table 4  
Formal Educational Level

Level	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Baccalaureate Degree	1	7.7	1	20.0	2	11.1
Baccalaureate Degree Plus Courses	1	7.7	0	0.0	1	5.6
Master's Degree	1	7.7	0	0.0	1	5.6
Master's Degree Plus Courses	2	15.4	2	40.0	4	22.2
Doctorate Degree	4	30.8	1	20.0	5	27.8
Postdoctoral Courses	4	30.8	1	20.0	5	27.8
Totals	13	100.0	5	100.0	18	100.0

# Occupational History

## Present Position

Seven of the eighteen women were the chief student life officer, five were the chief academic officer, four were deans of a college or school at the university level, one was the chief development officer and one was the chief business officer. (See Table 5.)

Table 5

## Present Position

Position	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Academic Officer	3	23.1	2	40.0	5	27.8
Development Officer	0	0.0	1	20.0	1	5.6
Student Life Officer	5	38.5	2	40.0	7	38.9
Business Officer	1	7.7	0	0.0	1	5.6
Deans of College or School	<u>4</u>	<u>30.8</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>22.2</u>
Totals	13	100.0	5	100.0	18	100.0

Private four-year institutions employed ten of the eighteen women. Three of the women were employed in public



four-year graduate institutions, three were employed in private two-year institutions, one was employed in a private four-year graduate institution and one in a public two-year institution. (See Table 6.)

Table 6  
Present Institution

Institution	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Public - 4 yr. Graduate	3	23.1	0	0.0	3	16.7
Private - 4 yr. Graduate	1	7.7	0	0.0	1	5.6
Private - 4 yr.	7	53.8	3	60.0	10	55.6
Public - 2 yr.	1	7.7	0	0.0	1	5.6
Private - 2 yr.	<u>1</u>	<u>7.7</u>	<u>2</u>	<u>40.0</u>	<u>3</u>	<u>16.7</u>
Totals	13	100.0	5	100.0	18	100.0

Fourteen of the women had been in the current position for five or fewer years. Four of the women had been in the current position for six or more years. (See Table 7.)

Table 7  
Length of Time in Current Position

Years	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
0-2 Years	7	53.8	2	40.0	9	50.0
3-5 Years	4	30.8	1	20.0	5	27.8
6-8 Years	1	7.7	1	20.0	2	11.1
9-11 Years	0	0.0	0	0.0	0	0.0
12 or More Years	<u>1</u>	<u>7.7</u>	<u>1</u>	<u>20.0</u>	<u>2</u>	<u>11.1</u>
Totals	13	100.0	5	100.0	18	100.0

#### First Administrative Experience

One-third (six of eighteen) of the women in the survey had as their first administrative experience a deanship or a vice-presidency. The majority (four of the six) of these women were Roman Catholic nuns. The next highest number, five, began their administrative careers as an assistant administrator or supervisor. (See Table 8.)

Over 75 percent of the women had their first administrative experience in higher education before they were forty years of age. Only one woman was over fifty years of age before her first administrative experience. (See Table 9.)

Table 8  
First Administrative Experience

Position	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Dean/Vice-President	2	15.4	4	80.0	6	33.3
Department Head/Chair	2	15.4	1	20.0	3	16.7
Director of a Division of Central Administration	4	30.8	0	0.0	4	22.2
Assistant Administrator/Supervisor	<u>5</u>	<u>38.5</u>	<u>0</u>	<u>0.0</u>	<u>5</u>	<u>27.8</u>
Totals	13	100.0	5	100.0	18	100.0

Table 9  
Age at First Administrative Experience

Age	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
20-24	2	15.4	0	0.0	2	11.1
25-29	3	23.1	1	20.0	4	22.2
30-34	1	7.7	3	60.0	4	22.2
35-39	3	23.1	1	20.0	4	22.2
40-44	2	15.4	0	0.0	2	11.1
45-49	1	7.7	0	0.0	1	5.6
50 & Over	<u>1</u>	<u>7.7</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>5.6</u>
Totals	13	100.0	5	100.0	18	100.0

### Salary

Six of the eighteen women currently received salaries of \$25,000-\$29,000 annually. Some of the Roman Catholic nuns indicated that their annual salary was probably less than their lay equivalent's because they received room and board in addition to their salary. In this study, however, the lowest salary was received by women who were not Roman Catholic nuns. (See Table 10.)

Table 10  
Salary Ranges

Annual Salary	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
\$15,000-\$19,999	2	15.4	0	0.0	2	11.1
\$20,000-24,999	2	15.4	1	20.0	3	16.7
\$25,000-29,999	3	23.1	3	60.0	6	33.3
\$30,000-34,999	1	7.7	1	20.0	2	11.1
\$35,000-39,999	0	0.0	0	0.0	0	0.0
\$40,000-49,999	2	15.4	0	0.0	2	11.1
\$50,000 or more	2	15.4	0	0.0	2	11.1
Missing Data	<u>1</u>	<u>7.7</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>5.6</u>
Totals	13	100.0	5	100.0	18	100.0

### Career Development

#### Career Selection

When asked which word--preplanned or accidental-- best described the method by which they selected a career in higher education administration, 77.8 percent (fourteen women) said that their method was accidental while 22.2 percent (four women) chose preplanned. Many of the Roman Catholic nuns said their career choice was to become a member of a religious community and then in cooperation with

the religious order they made a decision about their career in education. (See Table 11.)

Table 11  
Career Selection Process

Process	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Preplanned	2	15.4	2	40.0	4	22.2
Accidental	<u>11</u>	<u>84.6</u>	<u>3</u>	<u>60.0</u>	<u>14</u>	<u>77.8</u>
Totals	13	100.0	5	100.0	18	100.0

When asked to designate the time they first decided upon a career in higher education administration, 55.6 percent (ten women) indicated they made the choice during their first administrative assignment. (See Table 12.)

Table 12  
First Decided on Educational Administration

Career Decision Timing	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Before High School	0	0.0	0	0.0	0	0.0
During High School	0	0.0	0	0.0	0	0.0
During College	1	7.7	1	20.0	2	11.1
During First Job	3	23.1	0	0.0	3	16.7
During First Administrative Assignment	7	53.8	3	60.0	10	55.6
Other	<u>2</u>	<u>15.4</u>	<u>1</u>	<u>20.0</u>	<u>3</u>	<u>16.7</u>
Totals	13	100.0	5	100.0	18	100.0

### Career Patterns

The patterns followed by the women in their career development was analyzed by the women's continuity in the paid labor market over time. Patterns were Lifetime Continuous (employed continuously, no combination of employment and family), Double-Track (combination of employment, family, and homemaking), Interrupted (time off to rear children, return to uninterrupted employment), and Intermittent Re-entry and Exit (frequently entering and leaving

the labor market). As Table 13 indicates, a total of 72.2 percent (thirteen women) followed the Lifetime Continuous pattern. The remaining 27.8 percent (five women) followed either Double Track pattern or the Interrupted pattern. All of the Roman Catholic nuns followed a Lifetime Continuous pattern.

Table 13  
Career Patterns

Patterns	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
Lifetime Continuous	8	61.5	5	100.0	13	72.2
Double Track	3	23.1	0	0.0	3	16.7
Interrupted	2	15.4	0	0.0	2	11.1
Intermittent Re-entry and Exit	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
Totals	13	100.0	5	100.0	18	100.0

#### Career Satisfaction

A total of 72.2 percent of the women answered yes to the question: "Would you choose education administration as your field if you could begin your career again?" Those who answered no cited as preferred choices teaching, research,



and other professional fields such as law and medicine. Forty percent (two of five) of the members of a religious community said they would choose education administration as a career while 84.6 percent (eleven of thirteen) of the women administrators said they would choose education administration as a career.

When asked what was most satisfying about their career, the majority said it was the opportunity to contribute to the lives of young people. The opportunity to make decisions, thus helping to solve problems, was also frequently mentioned. This opportunity was important because it allowed them to use their creative energy and made them feel responsible within the institution.

One of the women said acquiring new skills and her own personal growth had been most rewarding. And the woman admitted that being able to make a difference through policy formation gave her a feeling of power and she liked that.

Some of the least satisfying things in their careers were lack of time to meet goals, lack of personal time, too much committee work, budget problems, not enough time to spend with faculty and students, having to make unpopular decisions, professional organizations which wouldn't allow women in leadership roles, constantly having to prove competency to male administrators, and experiences of inequality because of gender.

### Obstacles Encountered in Career

The women were asked whether or not a number of possible problems were major, minor, or no problem in their careers. Few of the women indicated on the questionnaire that their obstacles were major: more cited minor obstacles.

Female and male co-worker resentment were the two most frequently cited obstacles, with 55.6 percent (ten of eighteen) of the women indicating that they were either major or minor problems. Tables 14 through 16 present the obstacles encountered by women administrators, Table 15 reports obstacles encountered by the Roman Catholic nuns, and Table 16 is a composite of the two.

The Roman Catholic nuns differed from the other women in the study in that they did not list employer discrimination, husband's negative attitude, relative's or friend's negative attitude, or having children as major or minor obstacles.

The interviews with the women revealed additional details about the obstacles encountered in developing their careers. Problems encountered as a result of male co-worker resentment included: men who didn't like to work for women administrators, men who felt they should have had the position, men who were threatened by a woman's authority and men who constantly questioned a woman's ability. One woman said nuns have a problem establishing competency. "The attitude of some of my male co-workers is that you're only here

Table 14

Obstacles Encountered in Career - Women Administrators (n=13)

Obstacle	Cited as Major or Minor				Minor				Not a Problem				No Response			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. Employer discrimination	6	46.2	4	30.8	2	15.4	7	53.8	0	0.0	0	0.0	0	0.0	0	0.0
2. Female co-worker resentment	7	53.8	0	0.0	7	53.8	6	46.2	0	0.0	0	0.0	0	0.0	0	0.0
3. Male co-worker resentment	8	61.5	1	7.7	7	53.8	5	38.5	0	0.0	0	0.0	0	0.0	0	0.0
4. Lack of skills or knowledge	5	38.5	1	7.7	4	30.8	8	61.5	0	0.0	0	0.0	0	0.0	0	0.0
5. Lack of certain academic degrees or credentials	5	38.5	3	23.1	2	15.4	8	61.5	0	0.0	0	0.0	0	0.0	0	0.0
6. Husband's negative attitude toward her career	2	15.4	2	15.4	0	0.0	9	69.2	2	15.4	2	15.4	0	0.0	0	0.0
7. Other relative's or friend's negative attitude toward her career	7	53.8	2	15.4	5	38.5	6	46.2	0	0.0	0	0.0	0	0.0	0	0.0
8. Having children or other family responsibilities	8	61.5	4	30.8	4	30.8	4	30.8	4	30.8	1	7.7	0	0.0	0	0.0
9. Low expectations by faculty and others	4	30.8	2	15.4	2	15.4	9	69.2	0	0.0	0	0.0	0	0.0	0	0.0

Table 15

Obstacles Encountered in Career - Women Administrators/Roman Catholic Nuns (n=5)

Obstacle	Cited as Major or Minor				Major				Minor				Not a Problem				No Response			
	n	%			n	%			n	%			n	%			n	%		
1. Employer discrimination	0	0.0			0	0.0			0	0.0			5	100.0			0	0.0		
2. Female co-worker resentment	3	60.0			0	0.0			3	60.0			2	40.0			0	0.0		
3. Male co-worker resentment	2	40.0			1	20.0			1	20.0			3	60.0			0	0.0		
4. Lack of skills or knowledge	3	60.0			0	0.0			3	60.0			2	40.0			0	0.0		
5. Lack of certain academic degrees or credentials	3	60.0			1	20.0			2	40.0			2	40.0			0	0.0		
6. Husband's negative attitude toward her career	0	0.0			0	0.0			0	0.0			4	80.0			1	20.0		
7. Other relative's or friend's negative attitude toward her career	0	0.0			0	0.0			0	0.0			5	100.0			0	0.0		
8. Having children or other family responsibilities	0	0.0			0	0.0			0	0.0			5	100.0			0	0.0		
9. Low expectations by faculty and others	1	20.0			0	0.0			1	20.0			4	80.0			0	0.0		

Table 16

Obstacles Encountered in Career - Composite of Tables 14 and 15 (n=18)

Obstacle	Cited as Major or Minor				Major				Minor				Not a Problem				No Response			
	n	%			n	%			n	%			n	%			n	%		
1. Employer discrimination	6	33.3			4	22.2			2	11.1			12	66.7			0	0.0		
2. Female co-worker resentment	10	55.6			0	0.0			10	55.6			8	44.4			0	0.0		
3. Male co-worker resentment	10	55.6			2	11.1			8	44.4			8	44.4			0	0.0		
4. Lack of skills or knowledge	8	44.4			1	5.6			7	38.9			10	55.6			0	0.0		
5. Lack of certain academic degrees or credentials	8	44.4			4	22.2			4	22.2			10	55.6			0	0.0		
6. Husband's negative attitude toward her career	2	11.1			2	11.1			0	0.0			13	72.2			3	16.7		
7. Other relative's or friend's negative attitude toward her career	7	38.9			2	11.1			5	27.8			11	61.1			0	0.0		
8. Having children or other family responsibilities	8	44.4			4	22.2			4	22.2			9	50.0			1	5.6		
9. Low expectations by faculty and others	5	27.8			2	11.1			3	16.7			13	72.2			0	0.0		

because you're a nun."

Female co-workers created some similar problems for the women administrators. Female co-workers resented women having authority and did not feel that they should have to work for a woman. In one interview, a woman said that she was told by a female co-worker that "Women should not have positions that are really men's work."

Employers created obstacles through discriminatory hiring practices and salary discrimination. "I applied for one hundred positions after completing the doctorate. I never got an interview. That's too pervasive to be accidental," according to one woman. Two other women said their salaries were less than the other male vice-presidents even though experience and degrees were the same. Another woman said the institution did not support female progress (upward mobility) within the system.

Family responsibility caused some problems for the women. Three women said they had suffered guilt feelings about not being home with their children and thought their children would suffer. "Every woman who has a family and career runs into a double duty stretch," according to one woman. Two women said parental responsibilities had kept them from continuing their education and had also caused them to be less mobile geographically.

Five of the women indicated they had not accepted obstacles as problems; rather, they viewed them as challenges.

Discrimination was a stumbling block but it did not prevent them from reaching their goal.

### Helpful Factors in Career Development

The women were asked to rank five factors, from a list of seventeen, that were most helpful in the development of their career. The five factors chosen as being most helpful were being competent, having strong drive and determination, knowledge gained in school or other courses, having a good personality, and luck or fate. (See Table 17.) The five factors were the same for Roman Catholic nuns as for the women administrators.

Other helpful factors selected were having a role model or mentor (six responses), remaining single (six responses), being aggressive (five responses), and being physically active (four responses).

During the interviews, the women discussed in greater detail the factors that were helpful to them in their career development. Being competent was discussed most frequently, with several different meanings associated with the word. Three women felt competency was reflected in their organizational and administrative skills and was vital to the role of an administrator. Two other women suggested that competency had helped build their reputations as task and goal oriented individuals. They felt they would not be where they were today if they had not displayed competence. Another

Table 17  
Helpful Factors in Career Development

Factor	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n(13)	%	n(5)	%	n(18)	%
Being competent	10	76.9	5	100.0	15	83.3
Having strong drive and determination	9	69.2	4	80.0	13	72.2
Knowledge gained in school or other courses	9	69.2	4	80.0	13	72.2
Having a good personality	6	46.2	4	80.0	10	55.6
Luck or fate	7	53.8	2	40.0	9	50.0
Having a role model or mentor	4	30.8	2	40.0	6	33.3
Remaining single	5	38.5	1	20.0	6	33.3
Being aggressive	4	30.8	1	20.0	5	27.8
Being physically active	3	23.1	1	20.0	4	22.2
Changing geographical location	2	15.4	0	0.0	2	11.1
Traveling (home or abroad)	1	7.7	0	0.0	1	5.6
Getting married	0	0.0	0	0.0	0	0.0
Being separated and/or divorced	0	0.0	0	0.0	0	0.0
Family inheritance	0	0.0	0	0.0	0	0.0
Having children	0	0.0	0	0.0	0	0.0
Not having children	0	0.0	0	0.0	0	0.0
Receiving formal counseling	0	0.0	0	0.0	0	0.0

NOTE: Number of women citing factor as 1 of 5 most helpful.



woman said being competent academically and succeeding in graduate work was the most important for future employment.

Having strong drive and determination was the next most frequently mentioned helpful factor. Five women said they were determined to be good at what they did, and that meant having the drive and determination to be professionally prepared. Two women said they were simply stubborn and wanted to prove to others they could succeed. One woman indicated that her determination and drive was a result of family financial need. Another woman said a strong drive was always a "consistent factor in anything I've ever done."

Another frequently mentioned factor was knowledge gained in school or other courses. Only three women elaborated on this factor during the interview. They all mentioned that having the doctorate was important in opening doors, and that it also labeled one as being competent and knowledgeable. One of the women said she gained most of her technical knowledge through informal contacts with other professionals.

Having a good personality was discussed by four women during the interview. They all suggested that being sensitive to people and their needs defined a good personality. Each of them felt that being able to articulate this sensitivity and conveying a trusting nature to others had been especially important in their careers.

The fifth most frequently mentioned factor was luck or

fate. All of the women who discussed this factor said it was a matter of "being at the right place at the right time." One woman said she never made a conscious decision about her career until recently. Up to that point, she had simply responded to opportunities as they came to her.

An observation of the interviewer must be added to the helpful factors suggested in the questionnaire. The eighteen women interviewed exhibited an excitement about their careers, were considerate, and had excellent communication skills. They depicted a successful image.

#### Significant Others

One of the purposes of this study was to examine the influence of other persons on the lives and careers of women in higher education administration. The influence of these significant others during different life stages of the women and the importance of these persons in the women's careers were of particular interest. The women were asked to list the person or persons who had influenced them the most during different periods of their lives. Tables 18 through 20 list the most influential persons in each of their life stages. Table 18 reports influential persons as named by the women administrators, Table 19 reports influential persons as named by Roman Catholic nuns, and Table 20 is a composite of the two. The Roman Catholic nuns did not differ from the other women in the study other than in the obvious fact that

Table 18

## Influential Persons During Life Stages - Women Administrators (n=13)

Influential Persons	Birth-11		12-17		18-22		23-28		29-34		35-44		45-54	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Mother	12	92.3	3	23.1	1	7.7	1	7.7	1	7.7	1	7.7	1	7.7
Father	6	46.2	3	23.1	2	15.4	2	15.4	1	7.7	1	7.7	1	7.7
Aunt	1	7.7	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Grandmother	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Female Teacher	1	7.7	7	53.8	5	38.5	1	7.7	1	7.7	0	0.0	0	0.0
Father -	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Mother -	0	0.0	1	7.7	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0
Sister	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7
Male Teacher	0	0.0	1	7.7	3	23.1	0	0.0	1	7.7	1	7.7	0	0.0
Female Friend	0	0.0	1	7.7	2	15.4	2	15.4	2	15.4	2	15.4	2	15.4
Husband	0	0.0	0	0.0	1	7.7	4	30.8	1	7.7	1	7.7	1	7.7
Husband -	0	0.0	0	0.0	1	7.7	0	0.0	1	7.7	1	7.7	0	0.0
Male Friend	0	0.0	0	0.0	1	7.7	2	15.4	2	15.4	4	30.8	1	7.7
Male Boss	0	0.0	0	0.0	1	7.7	3	23.1	2	15.4	0	0.0	2	15.4
Female Boss	0	0.0	0	0.0	0	0.0	3	23.1	1	7.7	0	0.0	0	0.0
Male Boss -	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	1	7.7	0	0.0
Daughter	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0
Son	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0

NOTE: Figures were determined according to the number of women who cited each person as one of the two most influential at each life stage. The symbol (-) behind the influential person indicates a negative influence.

Table 19

Influential Persons During Life Stages - Women Administrators/Roman Catholic Nuns (n=5)

Influential Persons	Birth-11			12-17			18-22			Life Stages			29-34			35-44			45-54		
	n	%		n	%		n	%		n	%		n	%		n	%		n	%	
Mother	4	80.0	0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0	0.0	0.0
Father	2	40.0	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0	0.0	0.0
Female Cousin	1	20.0	0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0	0.0	0.0
Sister	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0	0.0	0.0
Male Teacher	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0	0.0	0.0
Female Teacher	0	0.0	3	60.0	3	60.0	3	60.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0	0.0	0.0
Female Friend	0	0.0	0	0	0.0	2	40.0	3	60.0	3	60.0	4	80.0	2	40.0	2	40.0	0	0	0.0	0.0
Female Boss	0	0.0	0	0	0.0	2	40.0	2	40.0	2	40.0	1	20.0	0	0.0	0	0.0	0	0	0.0	0.0
Male Friend	0	0.0	0	0	0.0	0	0	0.0	1	20.0	1	20.0	1	20.0	2	40.0	0	0	0.0	0.0	0.0
Male Boss	0	0.0	0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0	0.0	0.0	0.0
Male Boss -	0	0.0	0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0	0.0	0.0	0.0

NOTE: Figures were determined according to the number of women who cited each person as one of the two most influential at each life stage. The symbol (-) behind the influential person indicates a negative influence.

Table 20

## Influential Persons During Life Stages - Total (n=18)

Influential Persons	Birth-11		12-17		18-22		23-28		29-34		35-44		45-54	
	n		n		n		n		n		n		n	
	%		%		%		%		%		%		%	
Mother	16	88.9	3	16.7	1	5.6	1	5.6	1	5.6	1	5.6	1	5.6
Father	8	44.4	5	27.8	2	11.1	2	11.1	1	5.6	1	5.6	1	5.6
Aunt	1	5.6	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Female Cousin	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Grandmother	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Sister	0	0.0	2	11.1	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6
Female Teacher	1	5.6	10	55.6	8	44.4	1	5.6	1	5.6	0	0.0	0	0.0
Male Teacher	0	0.0	2	11.1	3	16.7	0	0.0	1	5.6	1	5.6	0	0.0
Female Friend	0	0.0	1	5.6	4	22.2	5	27.8	6	33.3	4	22.2	2	11.1
Male Friend	0	0.0	0	0.0	1	5.6	3	16.7	3	16.7	6	33.3	1	5.6
Female Boss	0	0.0	0	0.0	2	11.1	5	27.8	2	11.1	0	0.0	0	0.0
Male Boss	0	0.0	0	0.0	1	5.6	3	16.7	2	11.1	1	5.6	2	11.1
Husband	0	0.0	0	0.0	1	5.6	4	22.2	1	5.6	1	5.6	1	5.6
Daughter	0	0.0	0	0.0	0	0.0	0	0.0	3	16.7	1	5.6	0	0.0
Son	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0
Father -	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Mother -	0	0.0	1	5.6	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0
Male Boss -	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	2	11.1	0	0.0
Husband -	0	0.0	0	0.0	1	5.6	0	0.0	1	5.6	1	5.6	0	0.0

NOTE: Figures were determined according to the number of women who cited each person as one of the two most influential at each life stage. The symbol (-) behind the influential person indicates a negative influence.

they did not list husband or children as influential others.

The women were also asked to rank the three persons who were most influential in their careers. The same individuals who were significant others during different life stages were also ranked as one of three influential persons in the women's careers. Female teachers were listed most frequently as one of three most influential persons in their careers. Roman Catholic nuns did not mention a female teacher as frequently as the other women; however, they did list female friends with greater frequency. Roman Catholic nuns did not list their father as an influential person in their careers, nor did they name a male boss as a positive influence on their careers. (See Table 21.)

### Parents

The women reported on the questionnaire survey that both parents had influenced them during each life stage and that mothers had a greater influence in early childhood years. Both parents were of equal influence on the women's careers.

During the interviews, the women generally spoke of their parents in positive terms. Their parents encouraged them, supported them, expected them to achieve and provided an atmosphere in which the women could develop potential and recognize their own abilities. For most of the women, "going on to college was the thing to do." Many of the

Table 21  
Persons Influencing Career

Person	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n(13)	%	n(5)	%	n(18)	%
Female Teacher	6	46.2	4	80.0	10	55.6
Mother	5	38.5	1	20.0	6	33.3
Father	5	38.5	0	0.0	5	27.8
Male Teacher	1	7.7	1	20.0	2	11.1
Female Friend	2	15.4	5	100.0	7	38.9
Male Friend	3	23.1	1	20.0	4	22.2
Male Boss	5	38.5	0	0.0	5	27.8
Female Boss	2	15.4	2	40.0	4	22.2
Male Boss -	2	15.4	1	20.0	3	16.7
Husband	1	7.7	0	0.0	1	5.6
Husband -	1	7.7	0	0.0	1	5.6
Uncle	1	7.7	0	0.0	1	5.6
Aunt	1	7.7	0	0.0	1	5.6
Daughter	1	7.7	0	0.0	1	5.6

NOTE: Ranking was determined by the number of women who cited each person as one of three most influential in their career. The symbol (-) behind the influential person indicates a negative influence.

women said their mothers were good role models, gave them strokes, and were supportive in talking about career options. One of the women said her mother was her "biggest fan."

Four of the women said their parents were a negative influence in their early years. One of the women said, "My father was a dictator and my mother was subservient and submissive. I didn't want to live the way my mother had lived. I never wanted to be that dependent on another person." Another woman thought her mother had "internalized her values" in order to keep peace with her husband. The woman has since come to understand her mother and feels that her mother "continues to be a most important influence because of the very strong influence earlier." One woman reported, "My father treated my mother like an idiot even though my mother was valedictorian in the same class as my father. Mother was a victim, not a role model, when I was a child. I did not want to marry someone like my father because I didn't want to be in a marriage like my mother's. I did not want my own abilities submerged."

A few of the women said there had been a lack of money during their childhood, and that had encouraged them to make educational and career choices which would give them financial security.



### Teachers--High School and College

Female teachers were the most influential people in the careers of the women. (See Table 21.) Male teachers were mentioned twice by the women as being influential in their careers. One of the males was reported to have influenced the woman in high school by encouraging her in a specific course of study. She decided at that time to major in that subject in college. The other male mentioned was a graduate faculty adviser who opened doors for her and promoted her accomplishments among his colleagues.

Female teachers, both high school and college, were mentioned in the interviews as providing advice, counsel, support, encouragement and opportunities. One woman said that one of her female college professors "demanded professional work and had a high level of expectation." This had influenced the woman's decision to do graduate work. Another woman reported that her only support for completing her doctorate was from a female college faculty member. Several women said that a female high school teacher was the first person in their life to "totally affirm" them. A female high school teacher "saw potential in me and influenced my life philosophy," according to one of the women.

Teachers were not considered by any of the women to be a negative influence. The women interviewed generally spoke of high school teachers as influential in giving the women self-confidence and affirmation while the college faculty

provided opportunities and visibility.

### Peers and Support Groups

Female friends/peers were considered to be the second most influential people in the women's careers. Four of the women interviewed said their female peers were influential in providing stability and a concern for their work. One of the women said "she cared enough to be critical of my abilities." Another woman said it was important to have a person who listened and put things into perspective. Many of the women indicated that these female friends had high expectations for them and encouraged them to do different things. Female friends also offered the women an opportunity to meet other people in different institutions and fields.

Two of the women mentioned formal or informal support groups to which they belonged. These support groups (referred to by some as "old girl networks") served as sources of encouragement and pleasure as well as professional contacts. One woman said she felt the support groups were important in preventing others from making the same mistakes others had made. She also felt these support groups could be helpful in providing professional mobility. Generally, the women interviewed seemed to enjoy and seek out other females professionally, socially and as friends.

Four of the women indicated that male friends had been influential in their careers. The males were said to be

helpful in talking about career moves and in providing them with "self-confidence in their ability to do the job." The males were helpful to the women by "showing them the ropes" in graduate school and in the understanding of the academic hierarchy.

### Bosses

The women's bosses had a strong influence on their careers. Three of the women said their male bosses had provided them with opportunities and responsibilities and had expected them to do well in a variety of arenas. Two of the women said their male bosses had "explained the hidden agenda" and "taught me to be politically savvy." One of the greatest influences mentioned by women was the exposure to power and the expectation from their bosses that they could move up in the academic world.

Female bosses had similar influences on the women. Two women mentioned that women bosses had helped them secure their present positions, had written letters of recommendation, and had nominated them for other positions. One of the women said her female boss had "taught her the appropriate behavior in academe." Early in the career of one woman, her female boss was a role model: "She was someone I wanted to be like." Two women said their female bosses had become their friends and helped them in the same way as a friend. This was particularly true in introducing them to others in their field. One female boss was mentioned as having exposed

the woman to professional organizations, thus giving her visibility among other professionals.

Three women said their male bosses were a negative influence during their careers. One woman said her boss gained power by coercion and did not assume a leadership role. She said this "made her feel that there must be a better way to administer." Another woman said her male boss caused her to leave teaching and thus re-assess her future. None of the women indicated a negative influence from a female boss.

#### Husbands

Eight women in this study were married, divorced, or widowed. Only two said their husbands were influential in their careers, and one of them said the influence was negative. Four of the women said that when they were between the ages of twenty-three and twenty-eight, their husbands were influential.

One woman said her husband was central to her life and career. He was a positive, supportive, encouraging figure in all facets of her life. Another woman said her husband had encouraged her to get as much education as possible so that she could have a "meaningful life of her own."

The woman who felt her husband's influence was negative said, "He did not understand my need to be professional and was threatened by my academic pursuits. He could not accept

the amount of time I spent on the job." One of the single women said, "a college woman administrator would have to have a mighty secure mate. He would have to be competent and well educated." A divorced woman said, "Divorce gave me independence--it was a freeing experience."

### Children

The five women in this study who had children said they had been positively influenced by their children. "Even though young children can limit your activities, they are very supportive through difficult times," according to one woman. Another woman said her children were a stabilizing influence and gave her life the necessary "down to earth quality." She also said their support "far outweighed any inconvenience." One woman shared information about her career with her children. She took them on visits to the residence halls and to other campus events. "They were my best cheering section."

One woman without children said she felt it was harder for a married woman with a family to be as professionally involved as a single person. "It's good that this has changed in terms of acceptance, though it is still hard for women to manage." One woman recommended that women who were considering both a career and family should establish a work reputation before having children.

### Mentors

One of the purposes of this study was to examine the incidence, significance and nature of mentoring in the lives of women in higher education administration. While the results of the questionnaire survey and interviews indicated that having a role model or mentor was not one of the five important factors in their career development, it was one of the top six.

The findings from the questionnaire survey indicate that 78 percent of the women had been assisted by a sponsor or mentor in their careers. Over 94 percent of the women said they had acted as a mentor for one or more persons, and 89 percent said they would act as a mentor for one or more persons in the future. A total of 89 percent of the women agreed that having a mentor is helpful to a young woman beginning her career. (See Table 22.)

The interviews revealed that the women had provided several kinds of mentoring assistance. The most frequently mentioned was encouragement. "I consciously look at younger colleagues for administrative potential. I encourage them to develop their abilities." Another comment was that we need to tell another human being that they are "worth it" and that there are no limits to achievement. One woman said she always tries to encourage young women to further their education.

Table 22  
Sponsoring/Mentoring Experiences and Attitudes

	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
<u>Past Experience with Sponsor/Mentor</u>						
Had 1 or more sponsor/mentor						
1 male	2	15.4	1	20.0	3	16.7
1 female	1	7.7	0	0.0	1	5.6
2 or more males	5	38.5	0	0.0	5	27.8
2 or more females	0	0.0	0	0.0	0	0.0
2 or more males & females	3	23.1	2	40.0	5	27.8
	<u>11</u>	<u>84.6</u>	<u>3</u>	<u>60.0</u>	<u>14</u>	<u>77.8</u>
Had no sponsor/mentor	<u>2</u>	<u>15.4</u>	<u>2</u>	<u>40.0</u>	<u>4</u>	<u>22.2</u>
Totals	13	100.0	5	100.0	18	100.0
<u>Experience as a Mentor for Others</u>						
Acted as mentor for 1 or more persons						
1 male	1	7.7	0	0.0	1	5.6
1 female	1	7.7	2	40.0	3	16.7
2 or more males	0	0.0	0	0.0	0	0.0
2 or more females	4	30.8	1	20.0	5	27.8
2 or more males & females	6	46.2	2	40.0	8	44.4
	<u>12</u>	<u>92.3</u>	<u>5</u>	<u>100.0</u>	<u>17</u>	<u>94.4</u>
Don't know	<u>1</u>	<u>7.7</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>5.6</u>
Totals	13	100.0	5	100.0	18	100.0

Table 22 (continued)

	Women Administrators		Women Administrators/ Roman Catholic Nuns		Total	
	n	%	n	%	n	%
<u>Future Mentoring</u>						
Will act as a mentor for 1 or more persons						
1 male	1	7.7	0	0.0	1	5.6
1 female	0	0.0	0	0.0	0	0.0
2 or more males	0	0.0	0	0.0	0	0.0
2 or more females	1	7.7	0	0.0	1	5.6
2 or more males & females	<u>10</u>	<u>76.9</u>	<u>4</u>	<u>80.0</u>	<u>14</u>	<u>77.8</u>
	12	92.3	4	80.0	16	88.9
Will not act as a mentor for others	0	0.0	1	20.0	1	5.6
Don't know	<u>1</u>	<u>7.7</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>5.6</u>
Totals	13	100.0	5	100.0	18	100.0
<u>Having one or more sponsors/mentors is helpful to a young woman beginning a career</u>						
<u>Attitude</u>						
Agree or strongly agree						
Strongly agree	8	61.5	3	60.0	11	61.1
Agree	<u>3</u>	<u>23.1</u>	<u>2</u>	<u>40.0</u>	<u>5</u>	<u>27.8</u>
	11	84.6	5	100.0	16	88.9
Undecided	2	15.4	0	0.0	2	11.1
Disagree or strongly disagree						
Disagree	0	0.0	0	0.0	0	0.0
Strongly disagree	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
	0	0.0	0	0.0	0	0.0
Totals	13	100.0	5	100.0	18	100.0



The second most frequently mentioned kind of assistance offered was providing opportunities and responsibilities. The women assigned proteges responsibilities and "brought them into the decision-making, policy formation process." One woman said she thought it was important to help proteges understand the system and to teach them how to behave ethically.

Advice and counsel was another frequently mentioned form of assistance. The women said they listened to the proteges, helped them identify options, and provided suggestions and advice. "I try to help them think about all possibilities and get beyond stereotyped roles." Other kinds of assistance mentioned were role modeling, friendship, exposure to people who could help and teaching them about administrative work.

One woman said that she wasn't sure what a mentor was, however, she added, "It seems to me some people 'act' as mentors for the feedback they seek. Maybe that's too harsh. Even those people who 'acted' for me fell into two groups--those who focused on my growth, and those who focused on what they were doing for me--they (mentors) bask in the glory of their proteges.

#### Importance of Mentors to a Young Woman

None of the women disagreed with the idea that a mentor was important to a young woman beginning her career,

although two were undecided. One woman suggested that mentors were equally important for young men beginning a career; however, "It is an accepted fact that there is 'an old boy network' working for young men." She felt that women must have an "old boy" get them into the "old boy network."

Young women need to have role models who will openly share their experiences, personally and professionally, according to two of the women. One woman felt that women need to have their confidence built up through "mentoring feedback." "Unfortunately you can't just get by on your credentials; you need to know someone who can help you." Two women commented that mentoring might help, but it wasn't necessary. "Mentoring can be enveloping. Hopefully, a woman could have several mentors to broaden her scope."

One woman believed that one should outgrow one's need for a mentor. "From mid-career on, I think this 'singling out' of person or persons is not really applicable. Career choices become much more planned; require deliberate application such as requesting nomination support and letters of recommendation. And anyway, it's high time to take responsibility!"

Another woman gave her perspective on the responsibility that women have to help other women. "I believe that the true feminist position is that women need to work with other women; they need to support and trust each other," she said.

"At best, women administrators who are sensitive to women's issues can make an enormous difference in raising the consciousness of men in administration, in creating a supportive environment for women faculty and students, and in understanding substantive initiatives to make policies and programs responsive to women's concerns."

### Summary of Findings

The majority of the women were over forty-two years of age, Caucasian, first-born child or first-born daughter, currently not married, and had a doctorate. The majority were employed in private four-year institutions and had been in their current position for five or fewer years. Over one-third of the women were employed as the chief student life officer with the next most frequent position being the chief academic officer.

The women selected as the most important factors in the development of their careers, being competent, having strong drive and determination, knowledge gained in school or other courses, having a good personality, and luck or fate.

Female teachers were the most influential people in the careers of the women. The second most influential people were female friends and the next most frequently mentioned influential individuals were parents and male bosses.

Over three-fourths of the women had been assisted by a

sponsor or mentor in their careers. Nearly all the women--89 percent--indicated they had acted as mentors in the past and would act as mentors in the future. A total of 89 percent of the women agreed that having a mentor is helpful to a young woman beginning a career.

## CHAPTER FIVE

### Summary, Conclusions, Implications, and Recommendations

#### The Problem

The purpose of this study was to examine the significance and influence of other persons on the lives and careers of women in higher education administration. In addition, the personal and professional characteristics of these women were profiled. Problems and obstacles encountered in their career were also identified.

#### Summary

The eighteen women surveyed and interviewed in this study were the respondents of a total population of twenty-two women in senior-level administrative positions in higher education in Iowa. The personal background of the women was as follows. The majority of the women were over forty-two years of age, Caucasian, the first-born child or first-born daughter, currently not married, and had a doctorate.

The majority of the women were employed in private four-year institutions and had been in their current position for five or fewer years. The first administrative experience for the majority of the women was before age forty and the

current salary for the majority was less than \$30,000. Over one-third of the women were employed as the chief student life officer with the next most frequent position being the chief academic officer.

The method by which the majority of the women selected their careers in higher education administration was accidental rather than preplanned, and the majority of the women also said they first decided upon a career in higher education administration during their first administrative assignment. The career pattern followed by over 70 percent of the women was a lifetime continuous (employed continuously, no combination of employment and family) pattern.

The majority of the women were satisfied with their choice of higher education administration as a career and said that the opportunity to contribute to the lives of young people was the most satisfying aspect of their career. Some of the least satisfying things in their careers were lack of time to meet goals, lack of personal time, budget problems, and experiences of inequality because of gender.

The two most frequently cited obstacles encountered in their careers were male and female co-worker resentment. Women administrators also frequently cited having children or other family responsibilities as an obstacle in their careers.

The five factors ranked by the women, from a list of seventeen, as being most helpful in the development of their

careers were being competent, having strong drive and determination, knowledge gained in school or other courses, having a good personality, and luck or fate.

The influence of significant others during different life stages of the women and the importance of these persons in the women's careers were of particular interest. During the early childhood years, parents had the greatest influence, with the mothers being the most influential. Between the ages of twelve and twenty-two the greatest influence on their lives were female teachers. During the ages of eighteen through forty-four, the greatest influence in their lives were female friends.

Female teachers were the most influential people in the careers of the women. The second most influential people in the careers of the women were female friends. The next most frequently mentioned influential individuals were parents and male bosses.

While the results of questionnaire survey and interviews indicated that having a role model or mentor was not one of the five important factors in their career development, having a role model or mentor was one of the top six. The results of the questionnaire survey indicated that over three-fourths of the women had been assisted by a sponsor or mentor in their careers. Only one of the women indicated she didn't know if she had acted as a mentor for one or more persons. All the other women said they had served as a

mentor and 89 percent said they would act as a mentor for one or more persons in the future. A total of 89 percent of the women agreed that having a mentor is helpful to a young woman beginning her career.

### Conclusions

Conclusions from the study are summarized as follows:

1. The majority (78 percent) of the women employed as administrators in this study were in private institutions of higher education. There was only one woman employed in an area community college who met the criteria for this study.

2. Over three-fourths of the women began their careers in higher education administration accidentally, as opposed to definitive planning.

3. The majority of women were not currently married and had been employed continuously during their lifetime. Being single apparently prevents career interruptions which may be due to family responsibilities.

4. Female and male co-worker resentment were the two most frequently cited obstacles in the women's careers. Women administrators indicated that having children or other family responsibilities were equally important obstacles.

5. The most frequently mentioned factors that were helpful in the women's career development were being competent, having strong drive and determination and knowledge gained in school or other courses.

6. Female teachers were the most influential people in



the development of the careers of the women surveyed. Female friends were the next most influential individuals.

7. The majority of the women had been assisted by a sponsor or mentor, had acted as a mentor for one or more persons, and would act as a mentor for one or more persons in the future. The women were in agreement that having a mentor is helpful to a young woman beginning her career.

### Implications

The findings of the study have implications for higher education administrators, faculty, counselors, women who aspire to administrative positions in higher education, and the governing bodies of higher education institutions.

Administrators and governing bodies of higher education institutions should be more affirmative in their support and encouragement of women in administration and in actively searching for women for administrative positions. This is particularly true in public institutions and most specifically in the area community colleges.

Administrators should promote a positive attitude and work environment for women administrators. Institutions should be more sensitive to family needs as that impacts on an administrator, particularly the female administrator since she still seems to bear the primary responsibility for children and homemaking.

Institutions should actively search for and employ more women faculty members, since female faculty were the most

influential in the career development of the women in the study. Male faculty should also be encouraged to be of equal assistance to all students.

Counselors and faculty should assist young women in undergraduate and graduate school to plan their careers instead of having them determined by accident or by someone else. Counselor-mentors and faculty-mentors can also assist a young woman in developing self-assurance, determination, and competency, factors which appear to be helpful in career development.

Women who aspire to administrative positions should seek a mentor early and frequently. They should make full use of the assistance offered and reciprocate with help of their own.

This study indicates that support groups, female colleagues, and friends are helpful in career development. Women aspiring to administrative positions, as well as mentors, should start support groups which can be helpful to them in the exchanging of ideas, sharing experiences, and problems with others.

Finally, institutions of higher education should investigate initiating formal or informal mentoring programs within the academic community. Model programs are available for review and discussion at higher education institutions and in business and industry.

### Recommendations

Replication of this study with women senior-level administrators throughout the United States would contribute to the growing body of research on women in administration and help formulate strategies for increasing the number of women in senior-level administrative positions in higher education.

Ongoing relationships between mentors and proteges should be studied with longitudinal data. This would be helpful in determining the positive and negative aspects for each person who is a mentor or protege.

Research on women in other career fields--sports, business, politics--would provide further information about career mentoring.

A similar study involving men as well as women in higher education administration would be helpful to determine if any differences existed in their experiences.

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## APPENDICES

APPENDIX A

LETTER TO SUBJECTS

March 27, 1981

In order to complete my doctoral dissertation at Drake University I am conducting a statewide study of the career patterns of successful women in higher education administration. Of particular interest in this study are the life stages of women administrators and the ways in which significant persons and other factors in their lives have affected their career decisions. The findings will be used to increase the understanding of role models and mentors and to improve the career guidance currently being offered in educational institutions.

You have been selected as a participant in this study because of your success and because your personal experiences and attitudes can provide important insights for others planning their careers.

I would appreciate your sharing your experiences with me on the enclosed Survey Questionnaire. Be assured that your responses will be held in strictest confidence, and your anonymity will be absolutely protected.

I would like to receive your completed Survey by April 15, 1981. When the Survey is returned, I will send you an Interview Schedule which will be used in conducting a recorded telephone interview with you. As mentioned in our telephone conversation, the telephone interview will further highlight aspects of your career and further develop your responses to the Survey Questionnaire.

I realize that this is an investment of your time and good will. I sincerely hope that this will not inconvenience or interrupt your busy schedule to any great extent. When the research is completed, I will be pleased to share a summary of the findings with you. Thank you very much.

Sincerely,

Sue Follon  
3101 S.E. 19th  
Des Moines, Iowa 50320

Enclosure

APPENDIX B

SURVEY QUESTIONNAIRE

## Introduction

You have been selected to be a participant in this research study of the careers of women administrators in higher education.

Of particular interest in this project are the experiences you have had throughout your career to date and the ways that significant persons and other factors in your life have influenced your career decisions. The research findings will be used to increase the understanding of role models and mentors and to improve the career guidance currently being offered in educational institutions.

## Directions

1. Please complete all items as indicated.
2. Feel free to add your comments in the space provided. If you need more room, please add extra sheets, and indicate the question number to which you are referring.
3. When you have completed the questions, place the Survey in the return envelope, and return it to me by April 15.

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

Would you like a copy of the research findings? \_\_\_Yes \_\_\_No

Your correct mailing address: \_\_\_\_\_

\_\_\_\_\_

Your telephone: (     ) \_\_\_\_\_

Is this business or home? \_\_\_\_\_

## SURVEY QUESTIONNAIRE

1. What is your birthdate? \_\_\_\_\_  
(specify month and year)
2. Please circle your order of birth:
 

Only child	0
1st born	1
2nd born	2
3rd born	3
4th or later born	4
3. Please circle the place of birth for each of the following:
 

	<u>USA</u>	<u>Non-USA</u>
Self	1	2
Mother	1	2
Father	1	2
4. Please indicate your racial or ethnic group(s):
 

American Indian	1	Oriental	4
Caucasian/white	2	Spanish Surname	5
Negro/Black	3	_____	6
		(specify other)	
5. a. In what religion(s) were you raised? (Optional)
 

Catholic	1
Jewish	2
Protestant	3
Buddhist	4
Other _____	5

5. b. Which religion do you currently practice?  
(Optional)

Catholic	1
Jewish	2
Protestant	3
Buddhist	4
Other _____	5

6. What is your current marital status?

Single (never married)	1
Single (divorced)	2
Single (widowed)	3
Married (only once)	4
Remarried	5

7. How many children have you had?

\_\_\_\_\_  
(specify number)

8. What is your highest level of formal education?

Baccalaureate degree	1
Baccalaureate degree plus courses	2
Master's degree	3
Master's degree plus courses	4
Doctorate degree	5
Postdoctoral courses	6



## 9. OCCUPATIONAL HISTORY (Beginning with present position(s))

Note: If this information appears on your vita or in some other biographical sketch about you, please omit this section and attach a copy of that information.

<u>Type of Institution</u>	<u>Type of Position</u>	<u>Dates Position(s) Held</u>
--------------------------------	-----------------------------	-----------------------------------

## 10. Please indicate your current gross annual salary:

\$10,000-\$14,999	1	\$30,000-\$34,999	5
\$15,000-\$19,999	2	\$35,000-\$39,999	6
\$20,000-\$24,999	3	\$40,000-\$49,999	7
\$25,000-\$29,999	4	\$50,000 or more	8

## 11. Place an "x" beside the word that best describes the method by which you selected an administrative career:

\_\_\_\_\_ Preplanned

\_\_\_\_\_ Accidental

## 12. When did you first decide upon a career in education administration? (Circle the corresponding number)

Before high school	1
During high school	2
During college	3
During time of first job	4
During first administrative assignment	5
Other _____ (please specify)	6

13. Which of the following "Career Patterns" seems to describe your career best?

LIFETIME CONTINUOUS EMPLOYMENT PATTERN (employment continuously throughout my adult life; did not combine employment and family)	1
DOUBLE-TRACK PATTERN (combined employment, family and homemaking throughout my adult life)	2
INTERRUPTED PATTERN (took time off to rear my children and then returned to uninterrupted employment)	3
INTERMITTENT RE-ENTRY AND EXIT PATTERN (frequently entered and left labor market throughout my adult life)	4

14. a. At what age did you first become part of administration?

\_\_\_\_\_  
(specify age)

- b. What was your first administrative position?

\_\_\_\_\_  
(title)

15. Would you choose education administration as your field if you could begin your career again?

Yes 1

No 2

16. If you answered "no" to question 15, which field would you choose?

\_\_\_\_\_  
(specify field)

17. The following is a list of possible problems or obstacles that you have encountered in developing your career. For each possibility, indicate whether it was a MAJOR problem (1), MINOR problem (2), or NOT A PROBLEM (0).

	<u>MAJOR</u>	<u>MINOR</u>	<u>NOT A PROBLEM</u>
Employer discrimination	1	2	0
Female co-worker resentment	1	2	0
Male co-worker resentment	1	2	0
Lack of skills or knowledge	1	2	0
Lack of certain academic degrees or credentials	1	2	0
Husband's negative attitude toward my career	1	2	0
Other relative's or friend's negative attitude toward my career	1	2	0
Having children or other family responsibilities	1	2	0
Low expectations by faculty and others	1	2	0
Other _____ (specify)	1	2	0

List others on back.

Your comments:

18. Please indicate the five factors from the list below that were the most helpful in the development of your career. Write a "1" before the most influential, a "2" before the second, and a "3" before the third most influential and so forth.

\_\_\_\_\_ Remaining single  
\_\_\_\_\_ Getting married  
\_\_\_\_\_ Being separated and/or divorced  
\_\_\_\_\_ Family inheritance  
\_\_\_\_\_ Having children  
\_\_\_\_\_ Not having children  
\_\_\_\_\_ Being physically active  
\_\_\_\_\_ Knowledge gained in school or other courses  
\_\_\_\_\_ Receiving formal counseling  
\_\_\_\_\_ Being competent  
\_\_\_\_\_ Luck or fate  
\_\_\_\_\_ Having a good personality  
\_\_\_\_\_ Being aggressive  
\_\_\_\_\_ Changing geographical location  
\_\_\_\_\_ Having a role model or mentor  
\_\_\_\_\_ Traveling (home or abroad)  
\_\_\_\_\_ Having strong drive and determination  
\_\_\_\_\_ Other \_\_\_\_\_  
(specify)

Your comments:

19. Please take a few moments to reflect on your life to date. Where appropriate, please list the key person or persons (by role, not by name, e.g., father, aunt, math teacher, boss, minister, counselor, spouse, friend, etc.) who have had the greatest influence in your life. Please circle the sex (male or female) of each person. Please circle the + or - sign to indicate whether the influence was positive or negative.

<u>Age</u>	<u>Person(s) Who Have Had the Greatest Influence on Me</u>			
Birth-11	_____	m f + -	_____	m f + -
12-17	_____	m f + -	_____	m f + -
18-22	_____	m f + -	_____	m f + -
23-28	_____	m f + -	_____	m f + -
29-34	_____	m f + -	_____	m f + -
35-44	_____	m f + -	_____	m f + -
45-54	_____	m f + -	_____	m f + -
55-64	_____	m f + -	_____	m f + -
65+	_____	m f + -	_____	m f + -

Your comments:

20. As you review this list of persons, who were the three people (by role, not by name) who most directly influenced your career to date? Again please circle the sex of each person and indicate positive or negative influence.

\_\_\_\_\_ m f + -  
most influential

\_\_\_\_\_ m f + -  
second most influential

\_\_\_\_\_ m f + -  
third most influential

Your comments:

21. My experience is that I had (circle):

One significant person whom I would  
call my "mentor" or sponsor in my career 1 m f

Two or more persons who acted as my  
mentors 2 m f

No particular person who could be  
called my mentor 0

Your comments:

22. Having one or more sponsors/mentors is helpful to a young woman beginning a career. (circle)

Strongly Agree 1

Agree 2

Undecided 3

Disagree 4

Strongly Disagree 5

## 23. In the past I have (circle)

Acted as a mentor for one person in his  
or her career

1 m f

Acted as a mentor for more than one  
person

2 m f

Not acted as a mentor for another  
person

0

Your comments:

## 24. In the future it is likely that I will (circle)

Act as a mentor for one person in his  
or her career

1 m f

Act as a mentor for more than one person

2 m f

Not act as a mentor for another person

0

Your comments:

APPENDIX C

INTERVIEW SCHEDULE



## INTERVIEW SCHEDULE

1. What have been the most significant or influential factors assisting you in developing your career?
2. What problems or obstacles have you encountered in developing your career?
3. What has been most satisfying about your career? Least?
4. What qualities do you consider most important in an administrator (leader and policy-maker)?

What qualities do you seek in others you might employ?

5. Please comment on your relationship with the individuals you listed as most directly influencing your career?
6. What assistance did you receive from that relationship? Can you give examples of ways in which you were helped?
7. How often did you see each other?
8. How did your relationship affect your life?
9. Have you ever assisted someone with his or her career? In what way have you assisted him/her?
10. How important is it for a young woman beginning a career to have a mentor? Why?